February 6, 1952

Mr. George Probst, Chairman
Foundations Committee, NAEB
Radio Office
University of Chicago
Chicago 37, Illinois

Dear George:

This will acknowledge receipt of one copy of your letter to Mr. C. Scott Fletcher, Fund for Adult Education, of January 3, together with a covering letter to members of the NAEB Board, of January 28, and a covering letter to me of February 4.

Would you please send copies of at least the first two of these letters to Messrs. Robert Coleman, Keith Nighbert, and Leo Martin. These gentlemen, together with Allen Miller (Chairman), constitute the Research Committee of the NAEB Board, which was formally created and given certain responsibilities by Board action on January 20. Allen Miller, being a Board member, I assume, will get copies in the original distribution.

I wish it had been possible for you to remain for the full meeting of the Board. It would probably have obviated the possibilities of misunderstandings. Of course the minutes of the Board actions will speak for themselves, when they are available in due time. In the meantime, in order that you may understand my position, I must state my understanding of the Board's actions as far as research is concerned.

The Board delegated to the Director of Studies and to its Research Committee its responsibility for <u>formulating</u> policy proposals bearing on research. I do not, and on the basis of conversations with the Chairman of the Research Committee I believe he does not, propose to usurp the functions of the appointive officers of NAEB or of the Foundations Committee. As I understand it, the function of your Committee as far as research is concerned is now to conduct relations with Foundations. (I am informed that your committee shed its administrative responsibilities for research in December when the monitoring studies problems were "turned over" to the Board.) The research substance in proposals as to which your Committee conducts these relations <u>is</u> of interest to the Research Committee

and the Director of Studies. The nature of our interest, I believe, is to furnish your Committee, the Board and its officers, with research advice and recommendations. Of course, I assume that final adoption of policy on research proposals will be effected in the last analysis by the Board.

The practical significance of these remarks is that the Research Committee and the Director of Studies will review the tentative proposal to Mr. Fletcher and provide your Committee, the Board and its officers with recommendations. In order that we may guide our review so as to be of the most service to you and to the Board, we should be advised as to the timing of your Committee's actions on preparation of final proposals to the Ford Foundation.

The Research Committee, I am sure, will agree with me in expressing our appreciation to you for comments you may supply bearing on the research disposition of the Foundations. I refer to your remarks about the division in the Ford Foundation concerned with the behavioral sciences. It may well be that the NAEB might wish to propose a research program to this division, headed by Mr. Gaither. The Research Committee will be asked to consider this matter.

At its meeting on January 20 the Board also delegated some responsibility to the Research Committee and the Director of Studies concerning the administration of research projects. In this connection we are concerned over what policy should be followed as to the further processing of data in the second New York TV study and the publication of a report on this study, as well as the publication of a report on the Chicago study.

You have several times stated that the Chicago study was "finished", but we are unaware of what this means. Would you, therefore, please supply copies of the present form of the Chicago report for the Research Committee and me. If you have made estimates and/or arrangements for publication of this report, please advise us fully as to these and your views concerning them.

The apparent fact is that there may not be enough money unobligated in the $25,000 monitoring grant for 1951 to finish up and publish both the Chicago and the 2nd New York studies. We are advised that there may be some chance of obtaining a supplementary grant for this purpose. Whether such supplementary grant will be needed, and if so, in what amount, are

questions that cannot be faced until we are informed fully concerning the present status of the Chicago study. In the event that supplementary funds from the same source are not available, the same information is needed as a basis for action. Obviously we have an obligation to publish something on the Chicago and second New York studies.

May I offer you the full support and encouragement of the research "wing" of the NAEB in your pioneering efforts.

Very sincerely yours,

D.W.S.

Dallas W. Smythe
Director of Studies

DWS:WC
cc: Board Members
Research Committee
Messrs. Siegel, Ausmus, Schooley, Miles

FEBRUARY 11, 1952

PROFESSOR DALLAS W. SMYTHE
419 DAVID KINLEY HALL

DEAR DALLAS:

ENCLOSED IS COPY OF THE CHICAGO TV STUDY REPORT. IT IS THE ONE AND ONLY COPY AVAILABLE IN THE COMMUNITY. IT IS THE HUDSON COPY, WHICH HE HAS SEEN, AND WHICH I'VE SEEN, AND WHICH GEORGE ASKS WE SEND ALONG TO YOU. I GATHER THAT IT IS PROBABLY THE ONLY COPY WE'LL GET HERE. I CAN UNDERSTAND -- I'VE COUNTED THE PAGES. I ASSUME YOU'LL NOT LET GO OF THE SAME, AND HUDSON CAN GET IN TOUCH WITH YOU IFHHE HAS NEED OF SAME. HE HAS NO NEEDS WITHIN NEAR FUTURE.

REGARDS,

FRANK E. SCHOOLEY
TREASURER

THE UNIVERSITY OF CHICAGO
CHICAGO 37 • ILLINOIS
RADIO OFFICE

February 4, 1952

Dwd

Mr. Robert Hudson
Radio Station WILL
University of Illinois
Urbana, Illinois

Dear Bob:

I enclose a copy of Donald Horton's report on the Chicago TV monitoring survey of last August. I am asking Frank Schooley for the figures on what is left of the amount of money. Horton's report is very good, and ought to be printed in the same form as the Los Angeles study.

Would you please give Frank Schooley a chance to see the enclosed report?

Very cordially yours,

George

George E. Probst

GEP:PN
Enclosure

NAEB HEADQUARTERS

May 5, 1952

MEMORANDUM:

TO : Executive Director
Executive Committee
Research Committee
Special Committee on NUEA (Ausmus and Paulu)

FROM : Dallas W. Smythe, Director of Studies

SUBJECT : Paulu's memorandum of April 28 re. conversation with Mr. Morton on NUEA questionnaire.

About the only immediately open question in this matter seems to be the issue whether NAEB can, will and should tabulate the returns from this questionnaire. in raising this question, I assume, Burton means to refer only to the radio and TV section of the questionnaire (that is there is no thought that we should tabulate the whole thing).

My understanding is that probably no more than 30 or 40 of the questionnaires will be ultimately available for tabulation. My estimate is that we could tabulate this number at a cost of not over $200, if we are to hire clerical help for this purpose.

Dallas W. Smythe
Director of Studies

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

RESEARCH COMMITTEE

SUBJECT: REPORT OR MINUTES OF FIRST MEETING

PLACE: COLUMBUS, OHIO

TIME: APRIL 18-19, 1952

A: RESEARCH COMMITTEE OBJECTIVES

1. Screening of research problems and ideas submitted by all N.A.E.B. members.
2. Organizing and supplementing research projects undertaken.

B: TOPICS FOR CONSIDERATION BY COMMITTEE

1. Final disposition of Fund for Adult Education.
2. Disposition of Kellogg Grant.
3. Publication of Chicago T.B. Monitoring Study.
4. NUEA Report.
5. Consider sources for research projects.

C: GENERAL DISCUSSION

The Chicago Television Monitoring Study was the first topic to be considered. Mr. Smythe suggested that recommendation be made for deletion of certain specific references to the Los Angeles and New York Monitoring Studies. (concerned procedure, etc.). If this were not done, Mr. Smythe suggested a preface to the study. This preface to say in effect that the study was made under the auspices of the N.A.E.B. but does not necessarily reflect the ideas of the sponsoring organization. After due consideration the committee agreed to defer action until and if it becomes clearly necessary. If action needs to be taken the Committee accepted Mr. Smythe's suggestions concerning the study.

The Kellogg Grant was the next topic for consideration. Mr. Miller informed the group that the tentative research appropriation for the fiscal year, July 1, 1952 - July 1, 1953 was $5,000. The two studies proposed before under the Kellogg Grant were estimated at a total of $25,000. Because of this discrepancy in funds, adjustments had to be made in the project. Proposal number one is closely allied with the N.U.E.A. project thus the committee feels that proposal number two should be emphasized. It was suggested that Mr. Smythe supervise this project to effect maximum savings. Mr. Smythe felt that an outside authority on research be brought in on a consultant basis to plan study. The plan to be passed on to Mr. Smythe for implementation. The extensiveness of the project with only $5,000 fund was discussed. The criteria being what the committee felt that the Kellogg people would be most interested in. The following problems were suggested as guides to this study:
1. What effect has the Tape Network programs had on local programming?
2. Evaluation of programs before and after Tape Network became operative?
Mr. Miller felt that the Kellog foundation would want to know in general what the Tape Network has done to help the member stations.

The following names were suggested as possible consultants for this study: Mr. I. Keith Tyler, Ohio State University; Dr. Edgar Schuler, Wayne University.

Due to the small fund for this study, Mr. Coleman, brought up the possibility of securing financial assistance from the N.A.E.B. Central Office for overhead expenses of the Director of Studies. Mr. Miller was to bring the topic before the Board for their consideration. Mr. Miller reported that Mr. Miles hoped that the Board would be able to suppliment the research funds. If not the money may be taken from the Research budget for overhead expenses.

As listed in proposal for project number two by Mr. Smythe, numbers 3, 4, and 5 are essential to the proposed study; numbers 1 and 2 are not essential at this time.

Mr. Miller reported on subjects covered by the Board. Mr. Probst had drafted a budget for F.A.E. in December which was not reviewed by the Research Committee prior to submission. Budget was approved by the Board and to be refined later by the Research Committee. Funds for Research projects should be expedited. Foundation Committee should seek similar funds from Ford Foundation, if F.A.E. did not act favorably on the request. It was decided that the research project for the Kellogg Foundation should be undertaken as described (project two) after Mr. Smythe and Mr. Miller have ascertained the need for such a report from the foundation itself. No action to be taken on the research project until a report has been made by these two gentlemen.

It was decided that the Research Committee members should contact fellow members of the N.A.E.B. to find out their needs in this field. They should be encouraged to send in possible projects of broad general interest to all members, not small localized projects. The projects may include studies of policy. Mr. Coleman expressed a desire for research studies to evaluate the effectiveness of our educational programs. Answers to such questions as which types are most effective and why- television as well as radio. The committee agreed that the projects should not be of the Hooper type but evaluate the services offered, the impact and effectiveness of the programs. These studies should be tools for management of use in bettering educational broadcasting as a whole. Projects should also include the psychological and sociological needs and attitudes of listeners and effect upon these people.

It was agreed that the committee should have definite scheduled meetings for planning and screeneing with distance and number of meetings held to a minimum. Funds may be available from N.A.E.B. Headquarters or from budget of the Research Committee. Chicago suggested as a meeting center.

Final action of committee: Kellogg Grant held for report. Chicago Monitorying Study held for future consideration. N.U.E.A. Study was tabled. Immediate encouragement to all members to submit research study topics to the Research Committee.

Meeting was then adjourned.

Submitted by,

Richard W. Thompson
Program Director
Radio Station KUSD
Vermillion, South Dakota

May 14, 1952

Mr. Dallas W. Smythe
Director of Studies NAEB
Illinois University Communications
Research Institute
Urbana, Illinois

Dear Dallas:

I like the proposal of "The People Look at Television" study very much. In addition to the values you cite it seems to me important that we have an early benchmark for later reference so the cumulative effects and the satisfaction record over time periods can be evaluated.

The diary study seems to me to need a stronger integrating factor than promotional measurements although I'm not sure that I can suggest the emphasis. It seems to me that Dr. Sandage has established pretty clearly that program promotion is highly desirable. I'd welcome both detailed knowledge of my audiences and the strengthening of audience which would result from promotion but I don't see at the moment that much would be added to the sum total of human knowledge. You could doubtlessly satisfy me quickly on this point but I would still believe that the project would be better if there were some other integrating element.

The type of idea I have in mind is that of studying the effect of different audience objectives which we know exist among our membership. Do those of us who profess to seek broader cross-sections of audience succeed in reaching them? To what extent do audiences not generally interested in cultural offerings dip into them and do these tendencies increase over a period of time? If broader audiences are reached by the popular approach are such listeners lured on into "better" programs and do they then develop tastes for the "better" programs?

The difficulty in seeking answers to the above which bothers me most is that of equating station program potential in terms of comparative budgets. To get something approaching a valid comparison I think this element to be critical. Perhaps I'm merely expressing a quilt feeling that results from my knowledge that the purposeful elements of our program schedule are too few, and because I believe this to be the result of staff shortage rather than lack of imagination.

Another research area dear to my heart is, as you know, that of before and after studies coupled with programs in which the target is that of race pre-judice and its treatment. This, I know, doesn't fit into the framework of the study areas already presented to FAE. But in future presentations it may be worthy of consideration. Perhaps the National Conference of Christians and Jews will find the funds.

Mr. Dallas Smythe

May 14, 1952

I'm glad to note that your secretarial needs have been provided for....if you can find a satisfactory applicant as to the NUEA tabulation, I favor going ahead at the $200 level.

Cordially,

Allen Miller
Chairman, Research
Committee

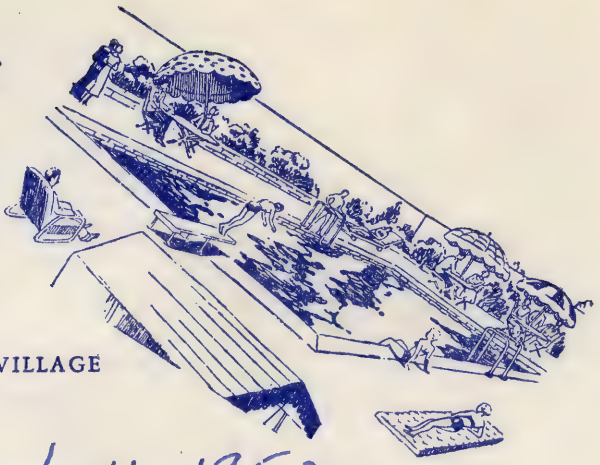
AM:gb
cc: Board of Directors
Research Committee
Foundations Committee

The Dracker Hotel

And Apartments

Heated Swimming Pool

IN THE HEART OF WESTWOOD VILLAGE



March 11, 1952

Dear Graydon;

I have tried for two days to get hold of your friend, Sener, but he seems to be out of pocket.

If you have not already written him a note about the TV-Radio questionnaire, I believe you'd better do so because it looks as if I'll be unable to see him.

Jack Morton

10824 LINDBROOK DRIVE -:- PHONE ARIZONA 50901 -:- LOS ANGELES 24, CALIFORNIA

N A E B

419 David Kinley Hall
March 14, 1952

To: Burton Paulu
Graydon Ausmus
Committee on NUEA

From: Dallas W. Smythe

Subject: Draft of questionnaire for radio-TV portion of NUEA study

Reference: See my correspondence with Mr. Morton, sent you earlier this week

1. Enclosed is my draft of the radio section of the NUEA study. In composing it I used Burton's form used for his budget study of several years back. It also includes items discussed yesterday by Jim Miles and me. Over and above this it includes some of my own ideas which have grown up around the problem of ascertaining a "grand design" for an institution. In reading it over you will be impressed with the length and burden represented here. I was encouraged by Dr. Morton (when he visited me several weeks ago) to "shoot the works" in drafting this questionnaire. If some of the questions trouble the top administrators who will have to answer them because they don't like the answers they will give, this fact in itself will have valuable educational effects on them.

2. The purpose in asking for the historical material is to parallel the kind of information Dr. Morton is obtaining on non-radio extension work. We are not out of line in this questionnaire in this respect.

3. The purpose in getting the quinquennial series on (a) the total budget of the institution and (b) the total budget for radio and TV is to permit calculation of a trend in the percentage of the total effort in the institution.

4. The time table on this is very tight. Morton needs our recommended questionnaire next week. So please fire your comments back to me by return mail. I'll be out of town from next Thursday to Sunday so I will have to send to Morton by next Wednesday such material as I have ready by that time.

Sincerely,

Dallas W. Smythe
Director of Studies

cc: Siegel
Miles
Research Committee

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

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WUOA, University of Alabama
University, Alabama

TREASURER
FRANK SCHOOLEY
WILL, U. of Illinois
Urbana, Ill.

EXECUTIVE DIRECTOR
JAMES MILES
GREGORY HALL, U. of Illinois
Urbana, Ill.

GENERAL COUNSEL
MARCUS COHN
Cafritz Building
Washington, D. C.

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Region II
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Atlanta, Ga.
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Region III
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Ames, Iowa
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Missouri, Kansas, Colorado, New Mexico, Oklahoma, Arkansas, Texas and Louisiana.

Region VI
ALLEN MILLER
KWSC, State College of Washington
Pullman, Washington
Montana, Washington, California, Idaho, Oregon, Nevada, Arizona, Utah and Territory of Hawaii.

●

DIRECTOR OF STUDIES
DALLAS W. SMYTHE
Illinois University Communications Research Institute.
Urbana, Illinois

SECRETARY AND PUBLICATIONS EDITOR
BURTON PAULU
KUOM, U. of Minnesota
Minneapolis, Minnesota

PRESIDENT
SEYMOUR N. SIEGEL
WNYC, Municipal Broadcasting System
2500 Municipal Building
New York 7, N. Y.

419 David Kinley
June 6, 1952

Mr. Frank Schooley, Treasurer
National Association of Educational Broadcasters
WILL, University of Illinois
Urbana, Illinois

Dear Frank:

Enclosed is the travel expense voucher for the expenses incurred by me at Columbus in April, which you asked me to submit to you in this form about 10 days ago. The delay was caused by my absence from the office on personal business because of the death of my father.

Should you want the customary documentation (receipts, etc.) I am now unable to supply them, having attached them to my previous submission of the same bill to the President of the NAEB by letter dated April 24. Presumably you have them.

Thank you for taking care of this matter.

Sincerely yours,

Dallas

Dallas W. Smythe
Director of Studies

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

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PLACE: COLUMBUS, OHIO

TIME: APRIL 18-19, 1952

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Richard W. Thompson
Program Director
Radio Station KUSD
Vermillion, South Dakota

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Ames, Iowa
Iowa, Minnesota, North and South Dakota, Nebraska and Wyoming.

Region V
JOHN DUNN
WNAD, U. of Oklahoma
Norman, Okla.
Missouri, Kansas, Colorado, New Mexico, Oklahoma, Arkansas, Texas and Louisiana.

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KWSC, State College of Washington
Pullman, Washington
Montana, Washington, California, Idaho, Oregon, Nevada, Arizona, Utah and Territory of Hawaii.

•

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DALLAS W. SMYTHE
Illinois University Communications Research Institute.
Urbana, Illinois

SECRETARY AND PUBLICATIONS EDITOR
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Minneapolis, Minnesota

PRESIDENT
SEYMOUR N. SIEGEL
WNYC, Municipal Broadcasting System
2500 Municipal Building
New York 7, N. Y.

419 David Kinley Hall
June 11, 1952

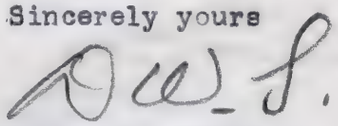
Mr. Frank Schooley, Treasurer, NAEB
Station WILL
Univ. of Illinois
Urbana, Illinois

Dear Frank:

Enclosed is a final bill for services rendered by F. E. Barcus in work on the analysis of NY TV study No. 2 records.

These services were performed diligently. I could send this bill through Mr. Siegel if you wish and obtain his approval. But in the turmoil of recent weeks I have forgotten whether you prefer that procedure or not. Forgive me.

Sincerely yours



Dallas W. Smythe
Director of Studies

May 29, 1952

T.V - Report Time

Date	From	To	Total Hrs	Total Min
4/29	9 a	12 N	3	—
"	12 30	4 P	3	30
4/30	3 P	5 P	2	—
5/1	9 30 a	12 N	2	30
"	12 30	4 00	3	30
5/6	1 15	3 45	2	30
5/8	10 a	12 N	2	—
"	12 30 P	1 30 P	1	—
5/13	10 30 a	12 N	1	30
"	12 30	3 30	3	—
5/15	9 a	12 N	3	—
5/17	11 a	1 30 P	2	30
		Total	27	180 = 30 Hours

Francis E. Barcus
920 W. Church St.
Champaign, Ill.

Total 30 Hours @ $1.50
Per Hour = $45.00

Francis E Barcus

Ch #51
JA 6/26/52

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

7-6611 ext. 2779

JIM MILES, Executive Director, University of Illinois, Urbana, Illinois

RECEIVED
RADIO STATION
AUG 23 8 56 AM 1952
WILL & WIUC
UNIVERSITY OF ILLINOIS

SUGGESTIONS

for

SCHOOL STATION PLANNING

including

Several Station Diagrams

Compiled from a Survey

Conducted During the

SCHOOL BROADCASTERS' SEMINAR

at Allerton

June, 1952

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

The problem of facilities was discussed at the School Broadcasters' Seminar sponsored by the NAEB and held at Allerton House, Monticello, Illinois, in June, 1952.

An important conclusion from the discussion was that the size and arrangement of an educational radio station depended upon the individual situation: how much space was available, what is the appropriation, what kind of equipment, the size of the staff, etc.

A survey was taken among the broadcasters to obtain their suggestions regarding school station facilities and equipment. Their suggestions are contained in this booklet along with rough plans of individual stations.

Adequate and properly arranged space was found to be the primary factor in planning studios, control rooms, and offices for an educational radio station. Other important factors to be considered are the quality of station equipment and the amount of such equipment.

While the broadcasters agreed on the important questions of equipment and quality, it must be remembered that each individual situation demands individual planning.

PLANNING SPACE

I General Recommendations

A. Centralize the station's quarters.

B. If the station is in a school building, it should be fairly separate from the general activity of the school.

C. Arrange for more space than you think is needed.

D. Provide for future expansion of
1. Studios
2. Control Rooms
3. Offices
4. Storage space

II Control Rooms and Studios

A. Each studio should have its own control room.

B. Start with at least 2 studios and 2 control rooms.
1. Studios should be fairly large
2. Each control room with its own console

C. Another studio and control room for rehearsal and production.

D. An audition room for hearing tapes and transcriptions should be separate from other studio operations.

E. A separate room for class work, writers' workshop, student staff, or committee work.

F. A direct route is needed between the control room and the studio.

G. Build any new studios with TV in mind.

III Storage space

A. A very vital factor in planning.

B. See diagrams as to some arrangements.

IV Offices

A. Should be apart from studio space.

B. Provide private offices for as many key personnel as possible.

C. Secretarial help and equipment should be apart from the school's commercial classrooms. Provide adequate space.

V Miscellaneous

A. Large cloak room for personnel and visitors to the studios.

B. If possible, an outside entrance and parking space.

C. Sound absorbing floors in studios and control rooms.

PLANNING EQUIPMENT

I General Recommendations

A. Schools should be directed in purchase of equipment that matches station's units.

B. Information regarding units should be made available to those in need of such advice.

C. Closer correlation with those who sell equipment.

II All equipment of high quality.

A. Equipment should be matched, i.e., RCA turntable with RCA console.

B. 2 to 4 or more professional tape recorders.

III Receivers

A. Insist on FM and TV receivers in classrooms as necessary to successful broadcasting.

B. TV sets should have FM radio built in.

IV Large repair shop

Equipment

Studio Console

The school stations participating in this survey use consoles with from 2 to 6 inputs. The brands most mentioned were:
Western Electric
RCA (76 B 4)
Gates

Turntables

The number of turntables in the school stations range from 1 to 7 per station. The most common number per station were 2 and 4. The average is 3.

In addition to turntables in the studio, some stations have turntables at the transmitter, 1 or 2 for audition purposes solely, and a portable turntable for remotes.

RCA and General Electric are brands most mentioned.

The turntables should be capable of playing both lateral and vertical cut records at 78, 33 1/3, and 45 rpm. The tables should accommodate all sizes of records and transcriptions. Appropriate pick-up arms should be considered.

Tape Recorders

The number of tape recorders per station range from 1 to 6. Most stations have 2, while the mean is 3. All the stations agree that at least 2 tape recorders should be available in a station, while 4 to 6 is more ideal.

In addition, 1 to 2 portable tape recorders ought to be available for remote use.

The brands mentioned were:

Magnecorder (PT 6 J)	--- Used in 10 stations
Brush "Sound Mirror"	--- Used in 4 stations
Webster	--- Used in 2 stations
Pentron	--- Used in 1 station

Disc Recorders

Of the stations surveyed, six stations had 1 disc recorder; five had 2.

The brands most mentioned were:

RCA
Presto
Audily
Fairchild

Sound Trucks

The majority of school stations possessed only 1 sound truck, although there were one or two that had 2. These sound trucks were equiped with a filter.

Microphones

The number of mikes per station ranged from 4 to 10. The mean average was 7; the mode 8.

The types most mentioned were:

RCA 44 BX	(Velocity)
RCA 77 D	(Polydirectional)
RCA 88 A	(Pressure)
RCA 74 B	(Velocity)
Western Electric 639 A	(Cardiod)
Western Electric	(Dynamic)
Western Electric 630 A	(Eight-ball)

Remote Equipment

Many of the stations have remote equipment in the form of portable recorders, or booths and direct lines to such places as the gym, the music room, the athletic field, the band room, the auditorium, and the board room. One station has on order mobile relay equipment.

Miscellaneous

Several of the stations subscribe to a transcription service.

Two stations have a news ticker.

Most of the stations have either a piano or a Hammond organ.

PLANNING VENTILATION AND HEATING

I Ventilation and heating should be adequately planned when the studios, etc. are first planned.

A. Special care for studios, control rooms, storage space, and offices.

II No motors or mechanisms near studio or control rooms.

MISCELLANEOUS

I Consultants

A.. Engage professional consultants as soon as possible.

B. Ask advice of other school station managers and engineers.

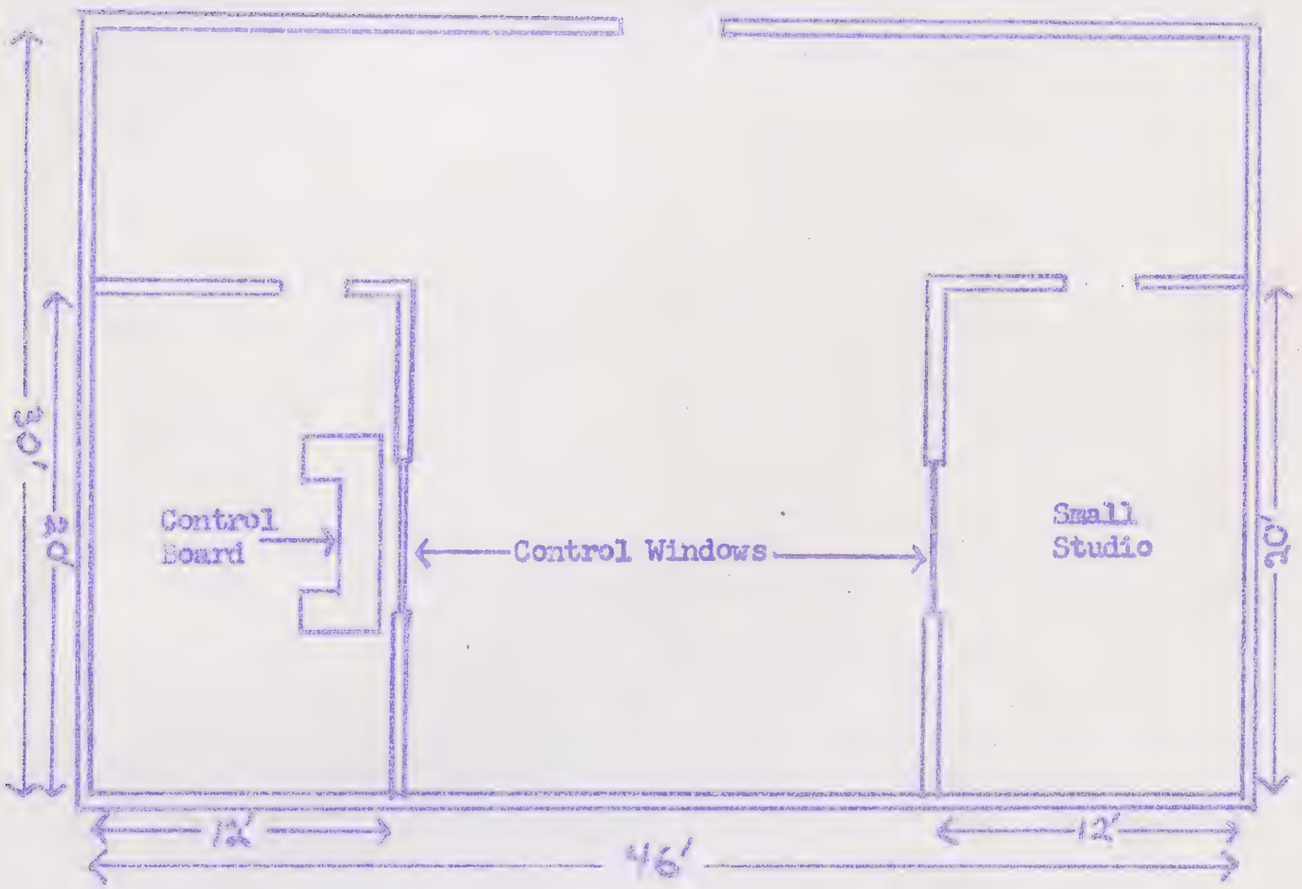
II Promote purchase of equipment, etc.

III NAEB should sponsor an engineering seminar.

10 Watt School Station

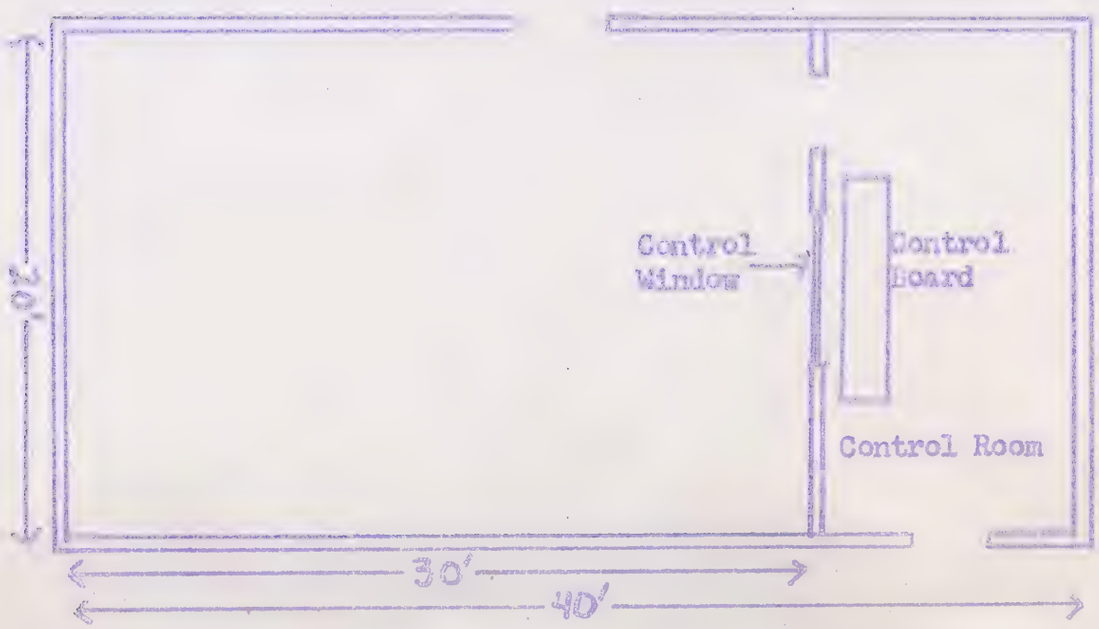
WGPS
Greensboro, North Carolina

Scale: 1" = 8' 0"



Radio Production Shop

Note: A 50' x 30' studio is located directly above Shop.

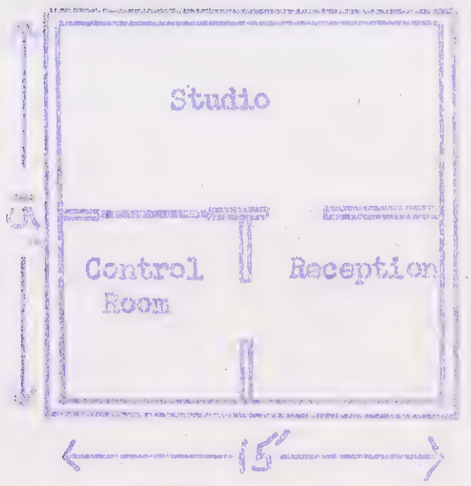


Remote Studio FM Loop -- J. C. Price School

10 Watt School Station

WVSH
Huntington, Indiana

Scale: 1" = 8'0"

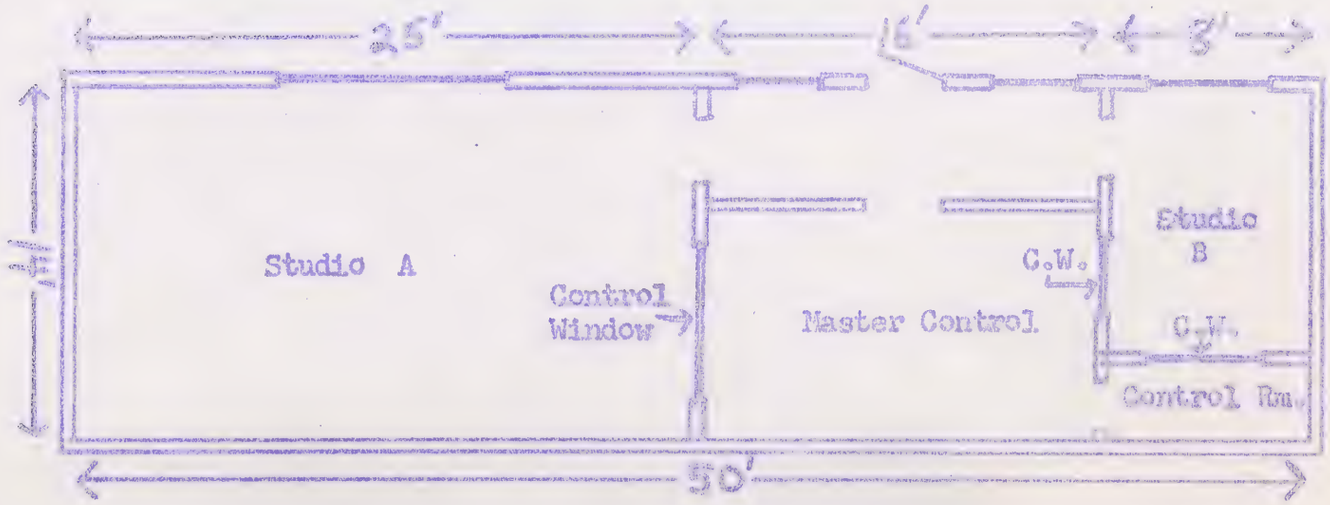


Present Studio

The plan below is of the studio and control room section of a new radio section to be added to the school.

Also to be in the new addition:

1. Radio Workshop Classroom
2. Record Room
3. Remote Booth in School Auditorium
4. Audio-Visual Radio Office

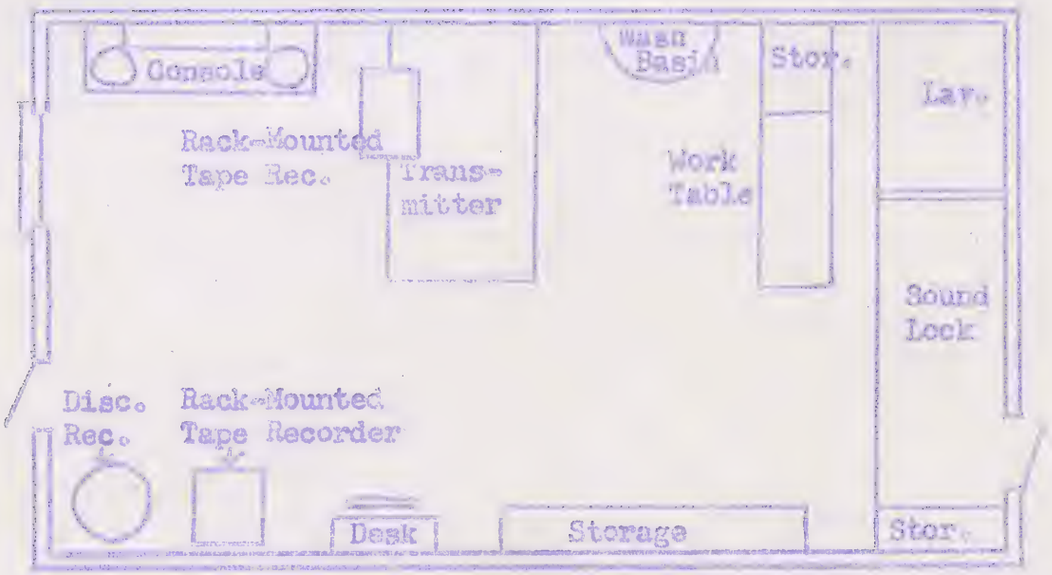


Studio
Control Window
Control Room
Classroom

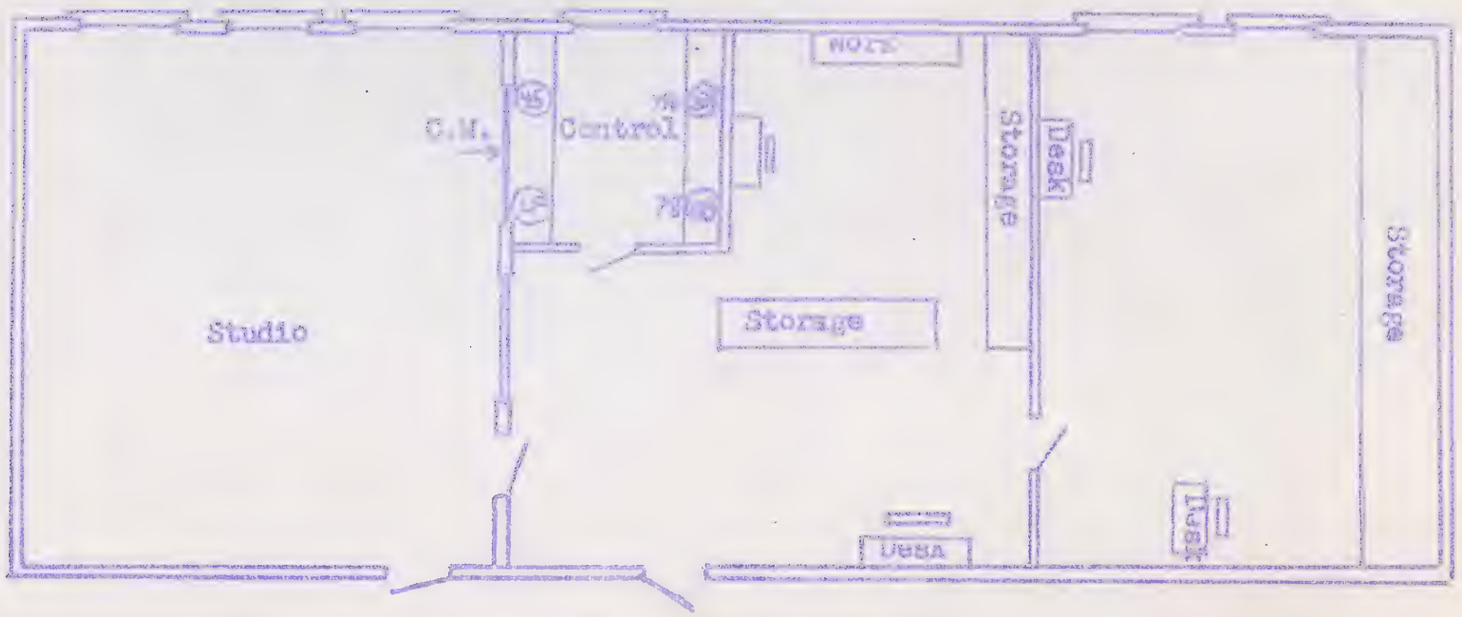
250 Watt School Station

KEPS
Portland, Oregon

Approx. drawn. No Scale



Transmitter Room

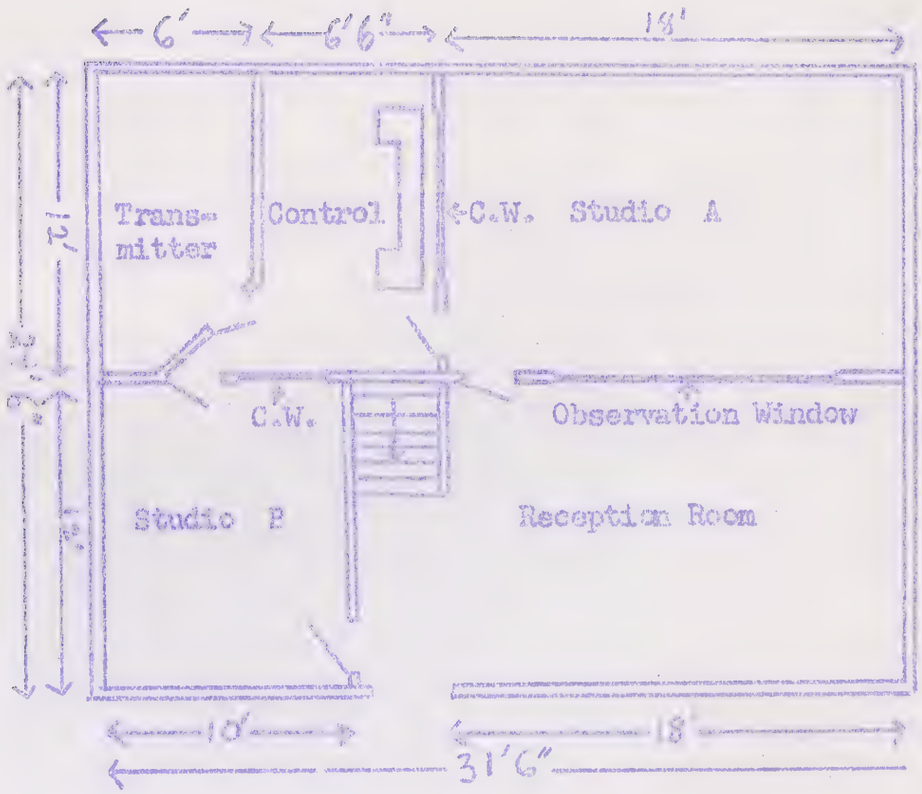


Studio and Offices

(These two have been separated by a block and a half.)

350 Watt School Station

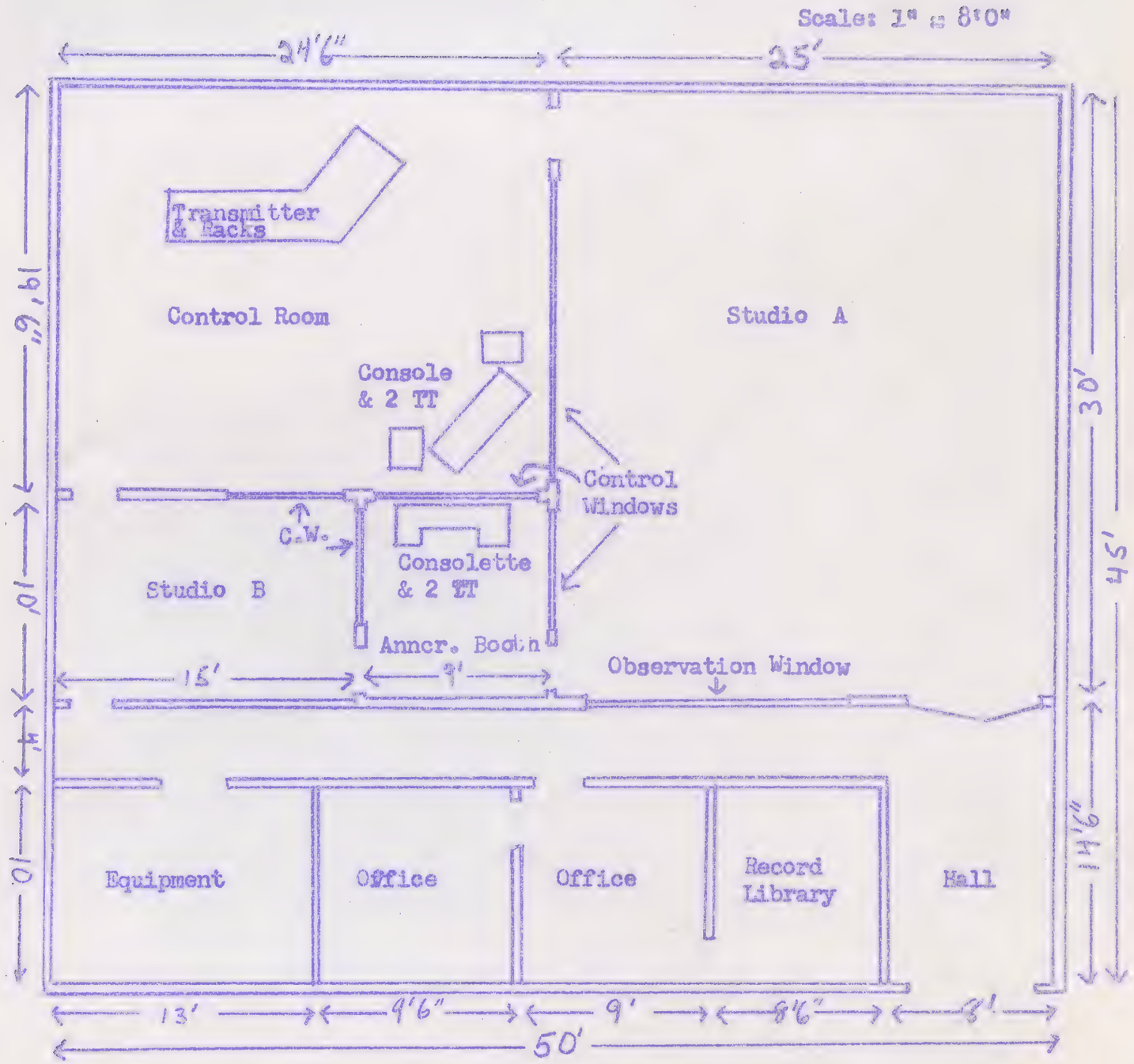
WSHS
Floral Park, New York



Scale: 1" = 8'0"

400 Watt School Station

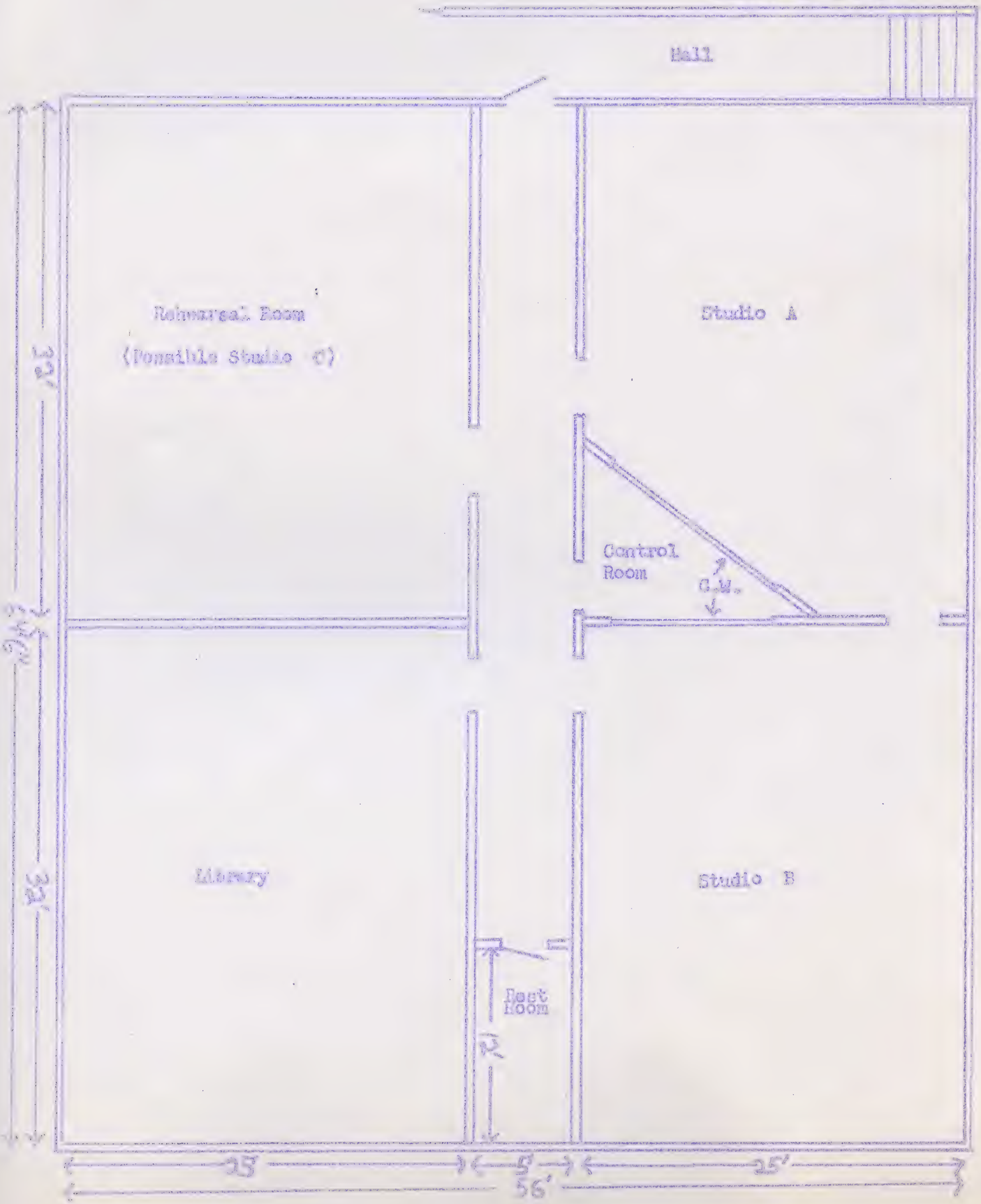
KSDS
San Diego, California



730 Watt School Station

WTDS
Toledo, Ohio

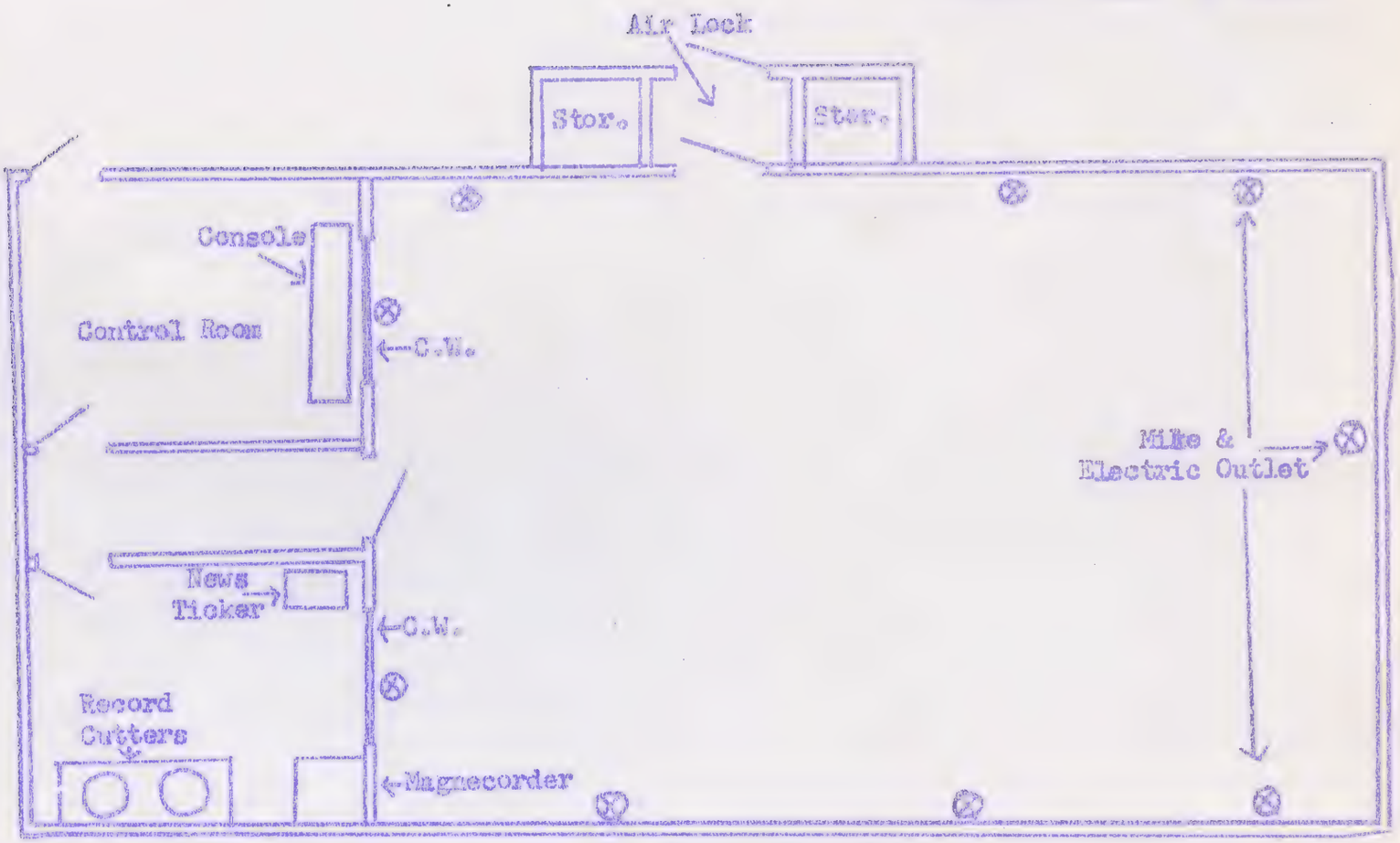
Scale: 1" = 8'0"



1500 Watt School Station

KDPS
Des Moines, Iowa

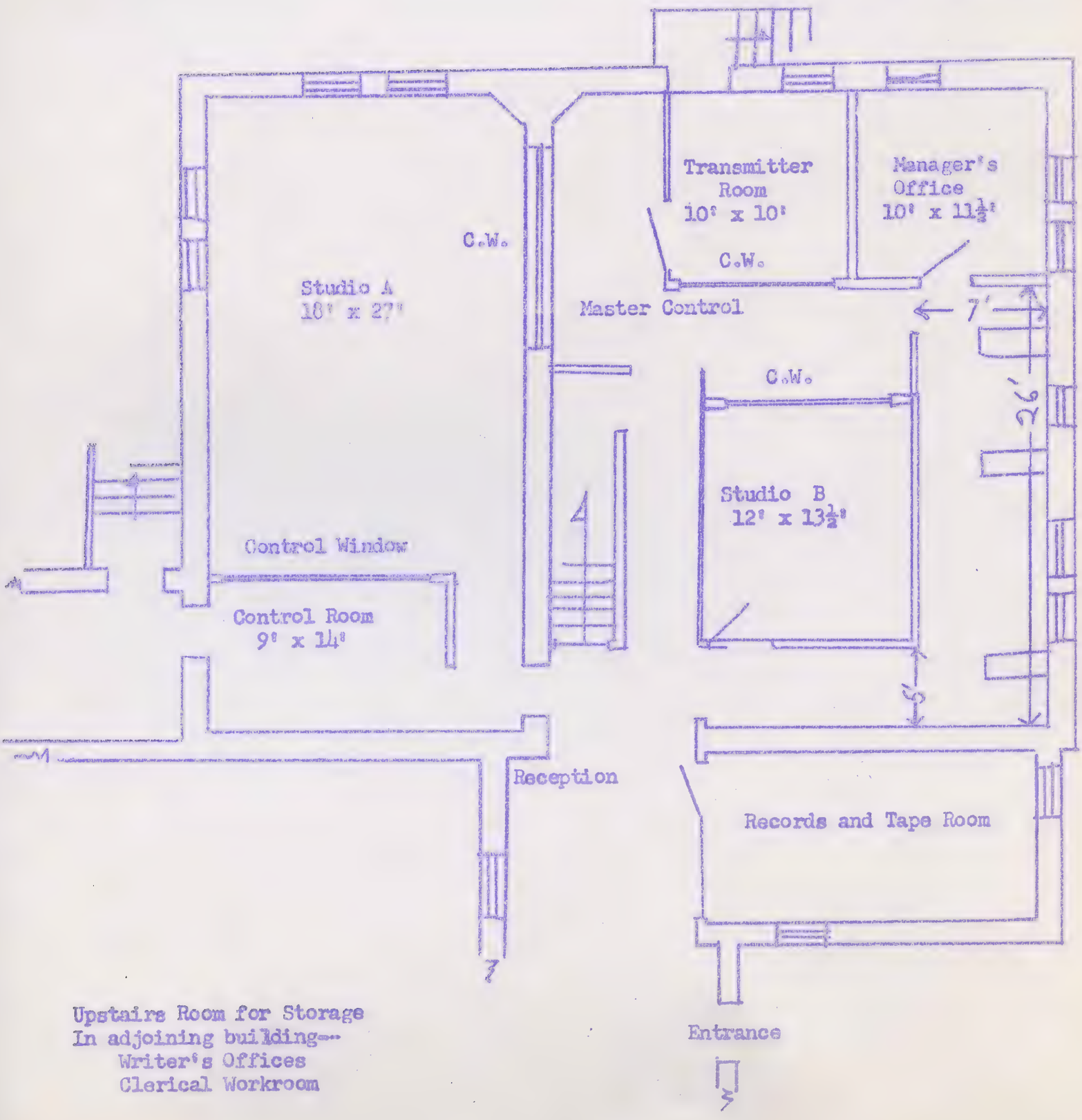
Approx. Drawn. No Scale



2500 Watt School Station

WFLE
Flint, Michigan

Approx. Scale: 1" = 8'0"

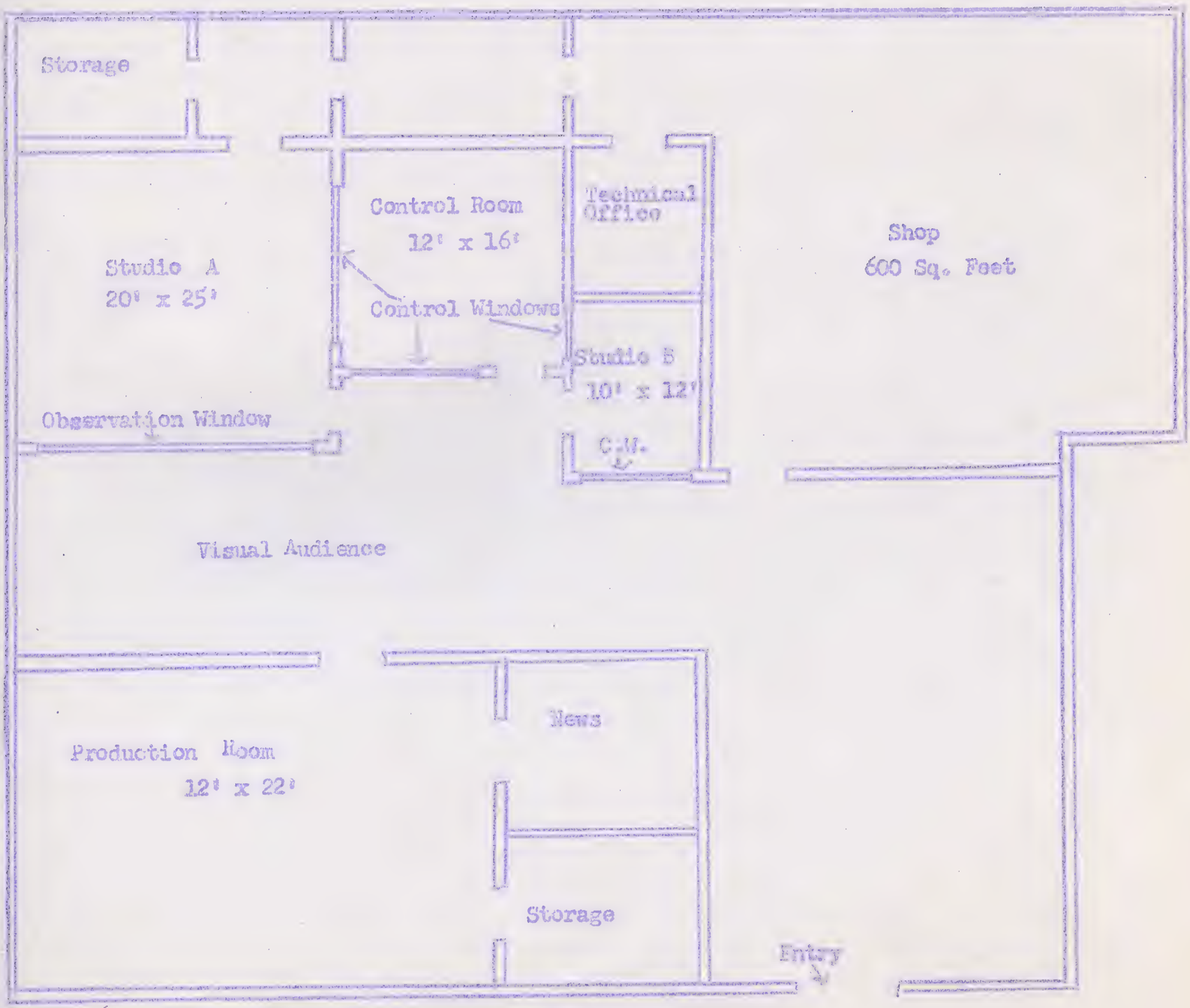


Upstairs Room for Storage
In adjoining building—
Writer's Offices
Clerical Workroom

4000 Watt School Station

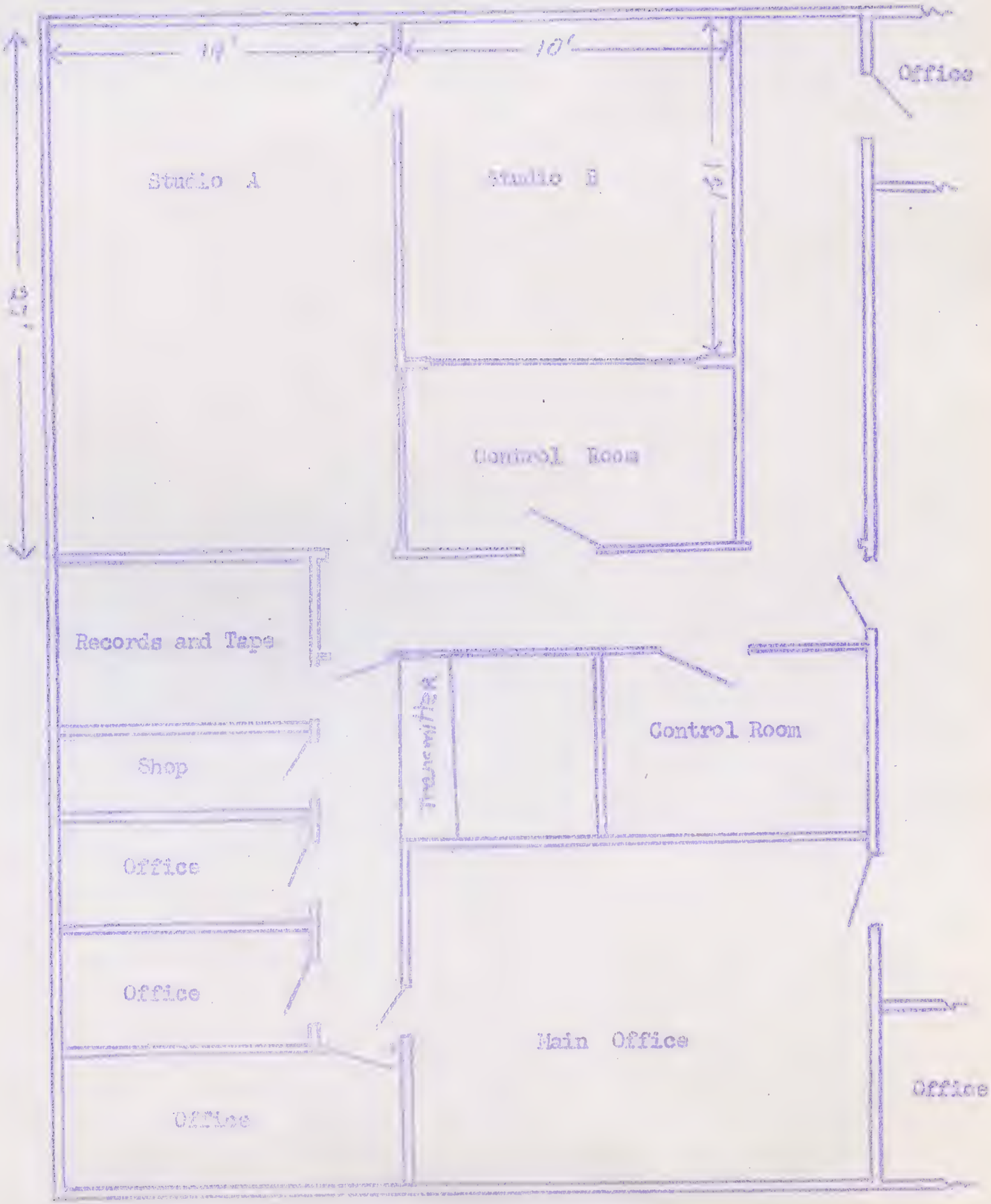
KPOI
Tacoma, Washington

Approx. drawn. No Scale



WABE
Atlanta, Georgia

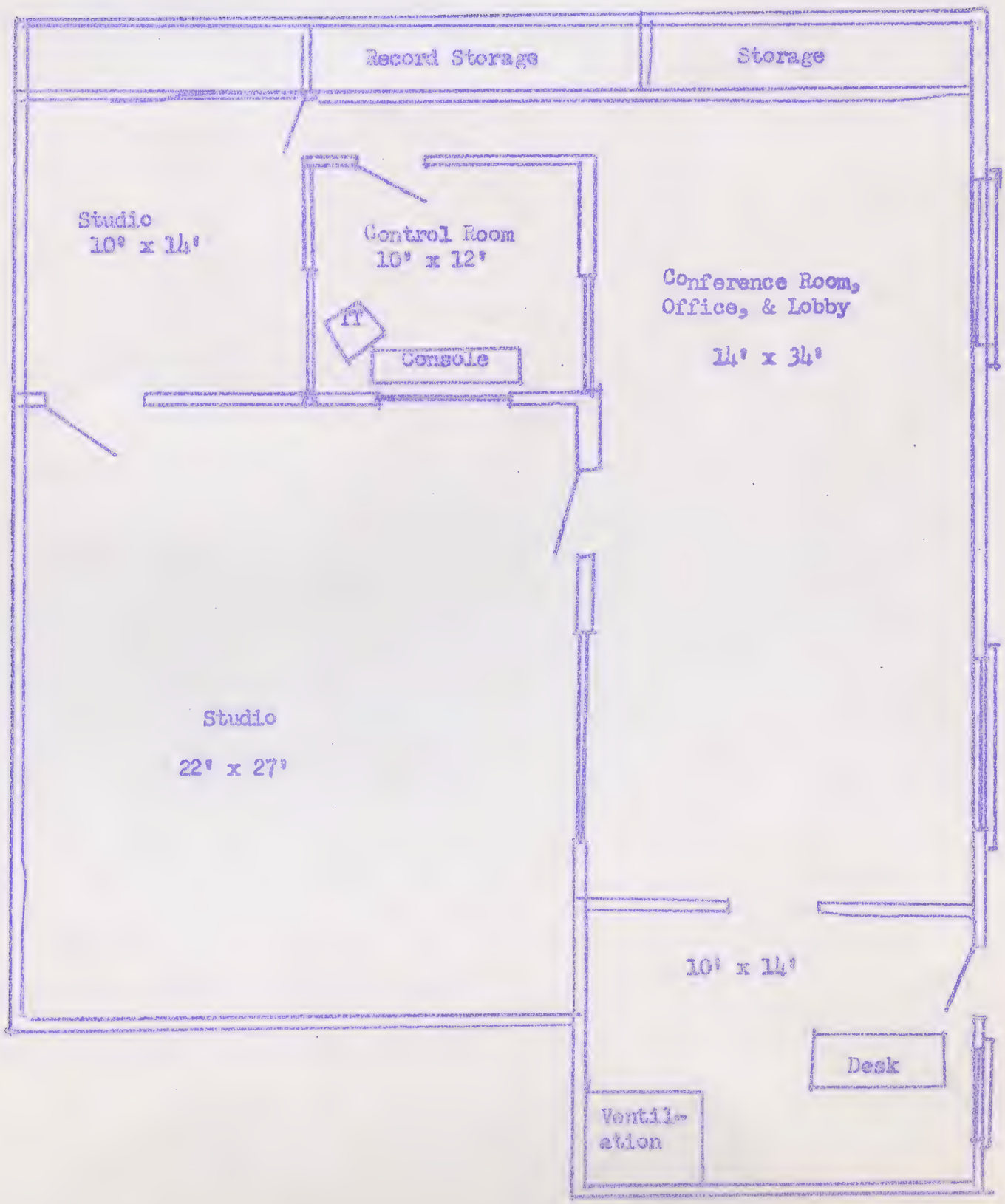
Approx. drawn. No Scale



10,000 Watt School Station

KOKH
Oklahoma City, Oklahoma

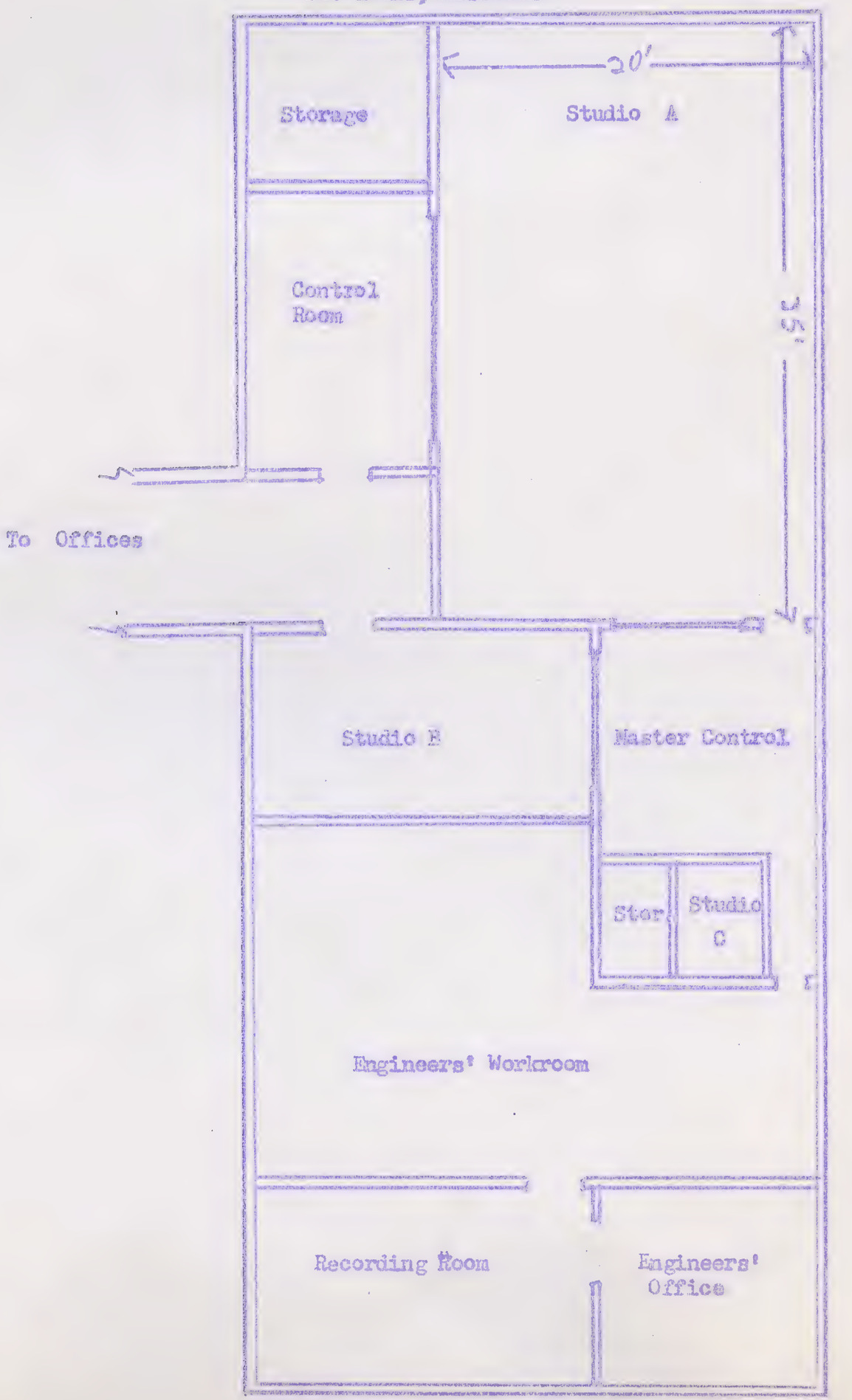
Approx. Drawn. No Scale



12,500 Watts School Station

KSLH
St. Louis, Missouri

Drawn to no scale



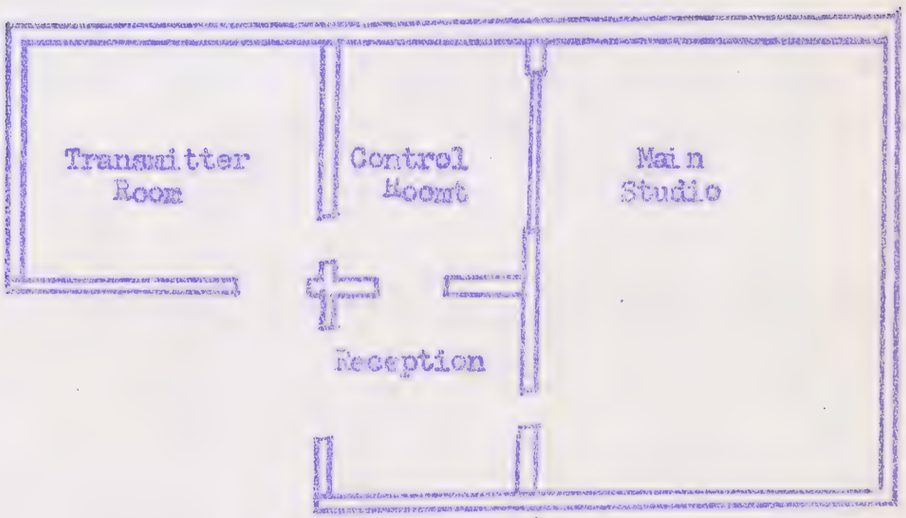
20,000 Watt School Station

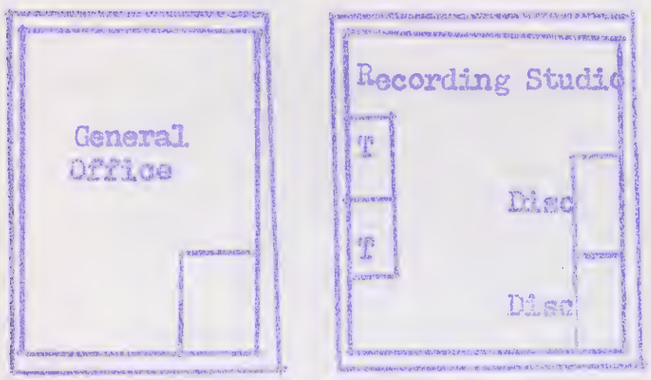
WHYE
New York, New York

No Scale

10th Floor

8th Floor

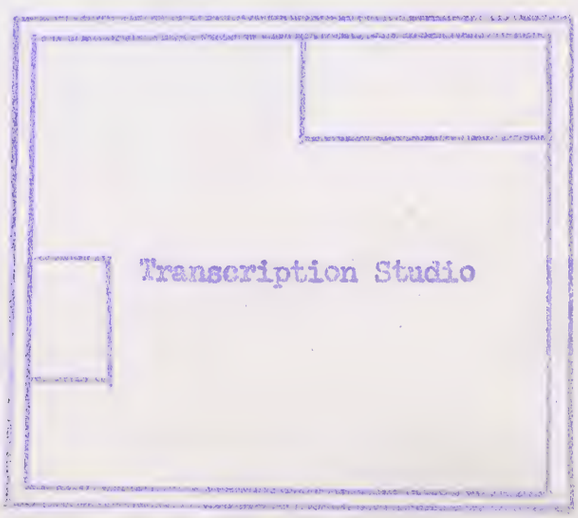




6th Floor

5th Floor

2nd Floor



The lack of centralization is the big fault with this arrangement.

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2500 Municipal Building
New York 7, N. Y.

JUNE 26, 1952

DEAR DALLAS:

PLEASE SIGN PAGES ONE AND 2, "SIGNATURE OF PAYEE."

WILL EXPEDITE SOMEWHAT. I'M STILL TRYING TO GET A HOTEL RECEIPT. SY SAYS HE HAS SENT ME ALL YOU GAVE OR SENT TO HIM. I HAVE NEVER RECEIVED THE HOTEL FROM HIM, AND HE HAS NEVER MENTIONED IN ANY CORRESPONDENCE TO ME. I'VE WRITTEN HIM TO ASK HIM TO CHECK AGAIN, AND ALSO WRITTEN NEIL HOUSE ASKING FOR DUPLICATE. AS YOU KNOW, THE UNIVERSITY AND STATE AUDITOR REQUIRE THAT PARTICULAR RECEIPT.

REGARDS,

Frank

Frank: Signed per instructions
Thank you for efforts
Dallas

JUNE 26, 1952

MR. ALLEN MILLER, DIRECTOR
K W S C
WASHINGTON STATE COLLEGE
PBLLMAN, WASHINGTON

DEAR ALLEN:

JUST FOR THE RECORDS, CHECK NO. 457912 IN PAYMENT OF KWSC DUES HAS BEEN RECEIVED. HOWEVER, THE REMITTANCE ADVICE IS NOT IN KEEPING WITH MY RECORDS. NAEB'S FISCAL YEAR IS THE CALENDAR YEAR. THE ORIGINAL BILLING TO KWSC WAS FOR THE YEAR, 1952.

REGARDS,

FRANK E. SCHOOLEY
TREASURER

JUNE 26, 1952

DEAR DALLAS:

PLEASE SIGN PAGES ONE AND 2, "SIGNATURE OF PAYEE."

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REGARDS,

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SEYMOUR N. SIEGEL
WNYC, Municipal Broadcasting System
2500 Municipal Building
New York 7, N. Y.

419 David Kinley
July 8, 1952

Dear Frank--

On May 25 there was scheduled by Mr. Ausmus a meeting of the committee consisting of himself, Paulu and me (dealing with the NUEA survey) at which Mr. Morton of NUEA and we settled the open issues between us.

At Mr. Ausmus' request I made a reservation of a double room in the Union for Mr. Paulu and himself. This reservation was for the preceding night, May 24.

Neither the Union nor I were given any notice of the fact but neither Ausmus nor Paulu arrived at the Union that night so the room was never used. I learned of this when I showed up for the meeting the next morning.

Now the Union bills me for $5.00 for the room.

It appears to be an NAEB expense. Will you take care of the item on the enclosed bill?

Y. v. t.

D W S X2905

Dallas W. Smythe

1/30/53 Duplicate bill not found 1/29/53 - emin pays no balance

STATEMENT

UNIVERSITY OF ILLINOIS

ILLINI UNION

URBANA, ILLINOIS

Dallas Walker Smythe
902 College Court
Urbana, Illinois

JUN 30 1952

PLEASE RETURN THIS STUB WITH YOUR REMITTANCE. AMOUNT ENCLOSED $ _____

DATE	REFERENCE	CHARGES	CREDITS	BALANCE
	BALANCE FORWARDED			4.95
JUN 5 52	SAM 1268 GUEST ROOM RESERVED FOR MR PAULO & MR AUSMUS BUT NOT USED 5-24	5.00		9.95

LAST AMOUNT IN THIS COLUMN IS YOUR BALANCE.

PLEASE NOTICE: If any or all of the charges shown above are to be made against a University appropriation, indicate the correct appropriation name and return this statement to the Illini Union. The Illini Union accounting office will prepare a stores voucher for the charge. Make checks payable to Illini Union.

MAIL REMITTANCE TO THE ILLINI UNION
URBANA, ILLINOIS

copy – Schooley

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Please forward to Schooley (Copy)

Silver Lake
Wisconsin
8/19/52

Dear Ky:

Your letter regarding the New York report is very much appreciated. I'm glad you seem to like it.

First as to acknowledging my FAE support -- I should like to see a form word of this kind used, analogous to the one in the SA report. I think you should write and sign it for the NAEB.

Second as to the cost of reproducing my little graphs: some form of quantitative presentation is necessary. These are more informative than statistical tables and probably little more costly.

Third, of course Hartons collaboration should be acknowledged in the Author's Preface. There are several errors in this preface and I will rewrite it.

Further major progress on the publication of the report now rests with Bob Merton. I hope we can get it all out

by October. What would you think of the idea of making a separate release of the violence chapter (1) in advance of formal publication of the whole report as a separate press release, or (2) as an article in a magazine like Harpers for publication about October? I can arrange the latter if the idea is approved. Perhaps the "close-up" chapter could also be used this way. Perhaps the Sat Eve Post would take the article.

Again, thanks for your letter.

Sincerely

Dallas W. Smythe
Director of Studies

Copies
Miles
Miller
Schooley
Probst

RECEIVED
RADIO STATION
AUG 23 8 56 AM 1952
WILL & WIUC
UNIVERSITY OF ILLINOIS

419 David Kinley Hall
University of Illinois
Urbana, Illinois
July 31, 1952

To: The Officers of NAEB
The Research Committee

From: Dallas W. Smythe, Director of Studies

Subject: Report on 1952 and 1951 New York TV Studies

Enclosed is my draft of the report on the first two New York studies. I have sent a copy of it to Professor Robert Merton pursuant to directions received from the Board of Directors last December. Professor Merton was engaged in part to write an evaluative, or interpretative introduction, preface or foreword, the nature of which he and I have discussed.

My regrets are offered for the fact that the draft could not leave my hands until now. A series of personal problems took much of my time in April, May and June. The tabulations were all finished before then, as well as one chapter. The writing of the remaining chapters, however, kept me busy all of July.

As soon as Professor Merton can write his piece, and as soon as I receive whatever criticisms you gentlemen have to offer, we will be in a position to plan publication of the report. I have some definite ideas as to format and cover design which in due time I wish to have considered.

I will welcome your criticism; and hope you will get them to me as soon as possible.

D. W. S.
Dallas W. Smythe

Copy to Mr. George Probst, Chairman
The Foundations Committee

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

RADIO STATION

AUG 15 8 39 AM 1952

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WNYC, Municipal Broadcasting System
2500 Municipal Building
New York 7, N. Y.

August 13th, 1952

Dr. Dallas Smythe
Institute for Communications Research
University of Illinois
Urbana, Illinois

Dear Dallas:

My congratulations and huzzahs on the New York TV Study. I needn't tell you that I am tremendously enthusiastic about the manner of presentation as well as the content. The use of such things as "a long shot", "a medium shot", etc., is very good indeed from a purely showmanship point of view.

I am particularly impressed with two results of the Study ... the degree of violence and the comparison with critics choices. Both of these lend themselves to individual stories in any public relations campaign.

The fact that the audience does not prefer the critics best programs really means, I suppose, that the critics are ahead of the audience, and this is very good. The fact that the audience did not prefer any of the critics worst programs might indicate that the critics have some influence on viewing. Are these valid conclusions?

Certainly one of the conclusions that I draw is that the critics ought to devote more time to non-network station reviews.

How are you going to do the charts in the publication? these are tremendously helpful, but I imagine they are also somewhat expensive.

I have two questions. One .. Do you think that a forward should be written indicating the contribution of the Fund for Adult Education established by the Ford Foundation, and the relationship of NAEB, its Adult Education Committee and its Research Committee. Two .. I don't know how you feel about it, but the reference to Study Number 1, i.e. the 1951 TV NY Study, ought to have some mention of the fact that you had a collaborator. Nowhere do I see any indication that Horton had anything to do with the first New York Study. Is this planned this way?

Otherwise, I would think that you ought to get the Study published as soon as possible. If it can be released sometime during October, we will be glad to be of every possible help in publicizing it from New York.

With best wishes, I am

Cordially,

Seymour N. Siegel
President

CC: Miles, Miller, Schooley, Probst

sns/t

TO: NAEB BOARD OF DIRECTORS

FROM: Frank E. Schooley

RE: Printing, Chicago and New York TV Monitoring Studies

This is to provide you with information.

The Chicago study is in proof stage, and in Chicago for checking of proof.

The New York study is being set in the print shop.

The format will be same as first printed study -- LA.

The cover designs, Art Department, University of Illinois Press.

The printing is being done by Inter-State Printing Co., Danville, Illinois.

I do not know exact dates of availability. When I find out, we'll see that word gets about.

cc: Executive Secretary
Director of Studies
Research Committee
Adult Education Committee

10-10-52

FES

October 9, 1952

Professor Dallas W. Smythe
419 David Kinley Hall
Urbana, Illinois

Dear Dallas:

Just to advise you that checks have been mailed to Parker, Barcus, and Siegel. In fact, I sent Parker two checks. Thanks for calling attention to my negligence.

Cordially,

Frank E. Schooley
Treasurer

FES:fmh

October 9, 1952

Professor Dallas Smythe
419 David Kinley Hall
Urbana, Illinois

Dear Dallas:

Your NYC report will be printed by Inter-State of Danville. When I get a little better estimate on publication date, I'll advise you. When I get proofs, I'll have set for you to check. Charts probably will be done by Inter-State, because it will be a little cheaper, and probably done just as well.

Cover design is being worked up by U. of I. Art Department, University Press. Your expressed wish for blue and white have been specified. When I get proofs, I'll have you check.

Cordially,

Frank E. Schooley
Treasurer

FES:fmh

cc: Allen Miller
Sy Siegel
Jim Miles

November 17, 1952

Professor Dallas W. Smythe
419 David Kinley Hall

Dear Dallas:

I've forwarded the check in amount of $15 to Miss Betty D. Siegal, in accordance with the statement you sent me on November 4. This I've charged to our general administrative expense, but I do not feel that I have the authority to make such payments in the future, in view of the Board action taken at Minneapolis. Obviously, if work is done on any given research project for which NAEB has funds, and such is chargeable to the project, my previous statement does not apply.

Sincerely yours,

Frank E. Schooley
Treasurer

FES:fmh

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

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Region VI
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KWSC, State College of Washington
Pullman, Washington
Montana, Washington, California, Idaho, Oregon, Nevada, Arizona, Utah and Territory of Hawaii.

•

DIRECTOR OF STUDIES
DALLAS W. SMYTHE
Illinois University Communications Research Institute.
Urbana, Illinois

SECRETARY AND PUBLICATIONS EDITOR
BURTON PAULU
KUOM, U. of Minnesota
Minneapolis, Minnesota

PRESIDENT
SEYMOUR N. SIEGEL
WNYC, Municipal Broadcasting System
2500 Municipal Building
New York 7, N. Y.

419 David Kinley Hall
November 4, 1952

Mr. Frank Schooley
Treasurer
NAEB
Campus

Dear Frank:

I am enclosing with the recommendation that it be paid a bill for 15 hours or $15.00 for secretarial services rendered to this organization by Miss Betty D. Siegal, 506 E. Daniel St., Champaign, Ill.

Please pay her.

Sincerely yours,

Dallas W. Smythe

Dallas W. Smythe
Director of Studies

Pd #78
11-15-52

Representing non-commercial, educational, radio and television stations, workshops, and production centers, owned and operated by colleges, universities, school systems and public-service agencies.

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Ohio, Michigan, Indiana, Illinois and Wisconsin.

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WOI, Iowa State College
Ames, Iowa
Iowa, Minnesota, North and South Dakota, Nebraska and Wyoming.

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Missouri, Kansas, Colorado, New Mexico, Oklahoma, Arkansas, Texas and Louisiana.

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PRESIDENT
SEYMOUR N. SIEGEL
WNYC, Municipal Broadcasting System
2500 Municipal Building
New York 7, N. Y.

20 November 1952

NAEB - MEA Committee

Dr. Dallas W. Smythe
NAEB Director of Studies
419 David Kinley Hall
University of Illinois
Urbana, Illinois

Dear Dallas:

I have before me the copy you sent me of your November 17 letter which you sent to Dr. Morton, together with the attached draft of the tabulation plan.

This looks good to me. My only suggestion would be that for those of us in the NAEB group it would be very helpful if more data were provided as to the distribution of staff salaries. It is I think rather helpful for us to know how we stand in regard to other stations in such jobs as manager, program director, chief engineer, musical director, and the rest. Otherwise this all looks good to me, and I would have no other suggestions to make.

As I told you at our meeting here in Minneapolis, in view of the fact that we all are so busy these days I think it would be desirable if we try to work this out by mail as far as possible, holding to an absolute minimum -- or, if possible, eliminating entirely -- any meetings of our group.

Yours sincerely,

Burton Paulu
Vice President

cc: Graydon Ausmus
James Miles
J. R. Morton
BP:cjm

MEB - MEA Study

November 21, 1952

Mr. Dallas W. Smythe
National Association of Educational Broadcasters
419 David Kinley Hall
University of Illinois
Urbana, Illinois

Dear Dallas:

Many thanks for your recent notes with attached material. What you have done looks all right to me, and I believe you will be safe to go ahead on this basis.

Graydon Ausmus tells me that he has to be in Chicago on December 3 and has suggested that all of us meet at your place during the late afternoon and evening of December 2. This would also allow us a little while in the morning of December 3 if it proves to be necessary.

Graydon tells me that he will go ahead and make all these arrangements, so I am planning to see you at some time on the afternoon of December 2. I will bring with me the additional materials you request. We have four or five questionnaires that have been returned to us, and I will bring them along, too.

In the meantime, if you think of anything else which should be done at this end of the line, please let me know.

Very sincerely yours,

JRM

J. R. Morton

JRM:RO

cc: Mr. Graydon Ausmus
Dr. Burton Paulu

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Urbana, Illinois

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KUOM, U. of Minnesota
Minneapolis, Minnesota

PRESIDENT
SEYMOUR N. SIEGEL
WNYC, Municipal Broadcasting System
2500 Municipal Building
New York 7, N. Y.

November 28, 1952

Mr. Graydon Ausmus
WUOA - University of Alabama
University, Alabama

Dear Graydon:

Thank you for sending me the letter copy of your note to Merritt Ludwig asking him to participate at the NAEB meeting in Chicago. I am eager and willing that he should do this.

I have discussed the matter with him somewhat and told him to proceed with plans to attend. I will try to give him such further briefings as may be desirable on our trip into Chicago. He is most intrigued with the idea.

Sincerely,

Dick dm

Richard B. Hull
Region IV Director

RBH:dm

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

N A E B News Letter

Representing non-commercial, educational AM, FM, and TV broadcasting stations, workshops, and production centers, owned and operated by colleges, universities, school systems, and public service agencies.

December 1952

1952 NAEB CONVENTION MAKES HISTORY

The 1952 NAEB Convention held recently (November, 6-7-8) at Minneapolis made history for Educational Broadcasters in many ways. Burton Paulu, Director of KUOM, University of Minnesota, and host for the convention, reports that registrants were from 30 states and the District of Columbia. The total convention registration lists nearly 200 registrants. These people represented 55 ACTIVE and 25 ASSOCIATE members of the Association which means that at least half of the membership of the association had representatives at Minneapolis. The Central states had of course the greatest number of registrants. Distant points were also very strong -- Oregon, Washington, California, Florida, Louisiana, Georgia, New York and Massachusetts.

A great many non-members attended this convention. There were representatives of three foundations -- Kellogg, Fund for Adult Education and the 20th Century Fund. The JCET sent virtually its full staff -- and held its monthly meeting the day before the convention actually got underway. BBC, NBC, Voice of America and the National Music Camp were all represented. Trade representatives were present from RCA, DuMont, Ampex and GPL, Other educational groups were there too -- Southern Regional Educational Board, National Citizens Commission, American Association of University Women, and the American Council on Education. The Faught Company, Colonial Williamsburg and the Pheonix News Bureau were also represented.

There will be fond remembrances of this convention -- the smorgasbord, the symphony, the new friends -- but Dick Rider takes pretty good care of them on the next page. Coverage of the major speeches is provided in this issue too, Senator Humphrey on page 19, Chairman Walker on page 20. Other Convention stories are in the Educational Clippings section which begins on page 14.

Most conventioneers will agree that it was the best NAEB convention yet held. All are looking forward to the 1953 Convention in Norman, Oklahoma. Better make your plans to attend right now.

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The News-Letter is now edited at NAEB Headquarters. All editorial material should be sent to NAEB Headquarters, 119 Gregory Hall, University of Illinois, Urbana, Ill.

The N-A-E-B NEWS-LETTER, published monthly, is distributed from the national headquarters office at the University of Illinois. N-A-E-B members and associate members receive the NEWS-LETTER as part of membership service. Non-members may obtain the publication at a subscription rate of $5.00 per year. All inquiries regarding subscriptions and distribution should be addressed to: NAEB, 119 Gregory Hall, University of Illinois, Urbana, Illinois. Editorial copy and inquiries concerning editorial matters should be sent to the Editor, Burton Paulu, Station KUOM, University of Minnesota, Minneapolis 14, Minnesota.

EDITOR'S NOTE: Rather than a dry, factual account of a very alive convention, the editor has asked Dick Rider, former NAEB Tape Network manager, to write an impressionistic story on the meetings.

NAEB CONVENTION -- 1952. by Richard L. Rider

As a newcomer to NAEB functions, I was much impressed with the 1951 Convention in Biloxi. Here was no tedium of dull, routinized sessions. On the contrary, we heard and talked to interesting people, with fresh and provocative ideas. The mechanisms of a convention were there, but the approach leaned toward a seminar in educational broadcasting. The machinery of the convention worked smoothly. The social affairs and the fellowship were highly enjoyable and richly rewarding. Surely, it seemed, NAEB could not have such a convention two years in a row!

How wrong can you be? The 1952 Convention was a rousing success. There should be many hats doffed to the host institutions, the convention committee, and all the staff members that succeeded so admirably. Let's face it! The NAEB stages most stimulating and enjoyable conventions.

The 1952 edition got underway on Thursday with registration and an open meeting of the Board of Directors. Have you ever seen your Board in action? You ain't lived till you have! The afternoon started with a business session. All ran smoothly until there developed what proved to be a running gag throughout the convention. This was a rhubarb between the then President, Seymour Siegel, and Parker Wheatley over parliamentary procedure. It involved some amendments to the constitution, but the high level of performance much overshadowed the content. (Maybe not so good educationally, but most delightful!) The panel on FCC procedures which followed was appropriate to this time of great jousting with governmental windmills. The evening began with a lively cocktail party and a perfectly scrumptuous smorgasbord dinner. An address by Senator Humphrey wound up the evening. The Senator didn't say much that we didn't already believe, but it is comforting to know that these ideas aren't entirely confined to the ivy towers.

Friday was Television Day. Clearly the interest of this convention was in television. Television Day produced much useful information. We were given the overall view of educational TV development by Ralph Steetle. We heard about institutions that have already received their construction permits. There were revealed the stories of states planning state-wide network systems. We heard from representatives of those institutions which have, for some time, been grappling with television production.

Of considerable interest were the various methods proposed for financing state-wide systems. In Wisconsin, a bill will be introduced in the legislature which, if passed, will levy a $5.00 sales tax on television receivers, and a $1.00 annual use tax on receivers. The proceeds will support the state's TV network. In Oklahoma a method is proposed whereby tax money will not be involved. It wasn't stated, but one might guess that some of the oil that flows under Oklahoma's soil might be drained off to infuse the veins of state-wide educational television. What an exciting prospect!

Based on what I heard in Minneapolis, it is my prediction that the first non-commercial, educational station will be either at the University of Houston, or the University of Southern California.

After listening to the reports from the Minneapolis and Philadelphia school systems, Michigan State and Michigan, and having talked to Paul Rickard of Wayne, I am convinced there are infinite possibilities before a station becomes a reality, or in those cases where a station is an impossibility. No one could possibly have

gotten the idea that TV production is without its problems. There are many of them. The process of developing a staff sufficiently trained to produce programs on a regular basis is critical. The time required from subject area persons to develop and produce a program constitutes a chronic problem. This is a problem that becomes the direct concern of administrative officers throughout an educational institution or system since it involves budget and time of academic personnel. Trading on interest and willingness on an "extra load" basis clearly is not a permanent answer. TV production gets into the budget and time schedule of all participating units as well as the television staff itself. Of course, there are a host of technical problems and pitfalls. Despite all the headaches, the work of those already engaged in TV production is significant. From the evidence available, via kines, it is clear that educational television is, indeed, a reality.

Mr. G. H. Griffiths, Director of Mass Media for the Fund for Adult Education, reported on the Fund's activities regarding educational broadcasting. He said that at every board meeting of the Fund they had discussed one or more NAEB projects. He then went on to list the many ways in which the Fund was helping NAEB help educational broadcasting. The newest of these shows that the Fund is helping to organize what eventually will be a national production and distribution center for educational television and radio programs. This development gives every promise of lifting educational broadcasting to a new height of achievement.

Concluding Television Day, Chairman Walker of the FCC, speaking at the dinner session, discussed the progress to date in educational television, and again stressed the need for educators to forge ahead with their plans to utilize the channel reservations. The Chairman made much of his status as a life-time honorary member of NAEB, which was awarded him at last year's Institute for Education by Radio-Television.

Saturday was Radio Day. The morning session again illustrated the predominant interest in big brother, television. Its title was, "How Can Educational Radio Compete With Television." In all honesty it must be said that it was an excellent session. No one is yet ready to declare radio officially dead. Rather, it happens that TV is now of primary concern, and it is difficult not to relate thinking about radio to television. The radio session was especially privileged to hear excellent reports from two distinguished guests: Sydney Roslow, Director of PULSE, INC., spoke on, "Audience Research as a Guide to Educational Radio Broadcasters"; and David Randolph, creator of the popular MUSIC FOR THE CONNOISSEUR series, spoke on, "Music — Something Radio Can Do Better."

On Saturday afternoon Seymour Siegel, George Probst, and William Harley reported on their trip to Europe. They disclosed exciting progress from their visits to London, Paris, and Rome. There are plans for a cooperative program exchange. Fulbright Fellowships have been established to provide NAEB with a representative in these three European capitols. Yes, the NAEB and educational broadcasting are growing up!

The annual election of officers was also held on Saturday. The results of the election you already know. (See back page of this News-Letter. The Siegel-Wheatley rhubarb was resumed briefly at the same meeting. Ultimately the disputed amendments to the constitution were passed. The business sessions also produced some important matters relating to the Tape Network. Probably of most importance to the stations was the raising of the annual service fee. This is in line with the NAEB-Kellogg Foundation plan of gradually shifting the entire cost to the member stations. Of perhaps more importance to network headquarters was their complaint about "TAPE - NAPPERS." The direct service system is working fine, except some stations neglect to return the tapes promptly. Without the actual experience you can't imagine the futility in Urbana as the staff waits eagerly for the mailman to see if he brought

in enough tapes to keep "the monstor" busy for the day. The network staff advises all stations, "Don't Be A Tape-Napper!"

Another major point about the last two conventions that is worth noting. There are a lot of new faces in the crowd. New people from old members, and new people from new members. And some of them travel far. For example, at Minneapolis we saw: Pat Green from Portland; Vernon Bronson from Miami, Florida; Oliver Griswold, also from Miami; Worthington Gregory from Floral Park, New York; Virgil Hicks from El Paso, Texas; John Paul Goodwin from Houston; and Marguerite Fleming's boss, Elizabeth Golterman. Just to name a few.

Indeed, 1951 and 1952 have been outstanding NAEB Convention years. I would say to future planners, take heed and keep this meeting a working group hearing and discussing important and challenging problems. I would say to all members, you had better plan on being in Oklahoma in 1953, and in New York in 1954.

* * * * * * * * * * * * * * *

ENCLOSED WITH THIS ISSUE

1. Information on THE QUARTERLY OF FILM, RADIO AND TELEVISION. These were to have been included with the reprints of "The Challenge of the 242 Channels" which we sent you with the last News-Letter. The QUARTERLY does as all good quarterlies should do -- provide a place for complete discussions of current issues facing the media. It certainly belongs in your library. Incidentally, Rome Cowgill Kingston, of WHA fame, is the editor. Note that two NAEB'ers have articles in the current issue.

2. EDUCATIONAL PROGRESS IN THE CHICAGO PUBLIC SCHOOLS. George Jennings made these available to us.

3. Information on the types of material issued by the CENTER FOR INFORMATION ON AMERICA. These outlines might possibly be used as the basis for a series of discussion programs.

4. JIMMY MORRIS, KOAC, recently made a really fine talk in Corvallis, Oregon. Called TODAYS CHALLENGE TO OREGON TEACHERS. It packs plenty of information that could be adapted to your local situation when they ask you to talk on Educational TV.

5. RADIO AND TELEVISION PUBLICITY GUIDE. These were originally issued by the New York State Department of Commerce, Division of State Publicity. These were made available by Seymour Siegel, WNYC.

6. FCC Chairman Walker's speeches at the NAEB Convention and Land Grant College meeting. (See Stories in EDUCATIONAL CLIPPINGS section)

EDITOR'S NOTE: Enclosures are mailed to ACTIVE, ASSOCIATE and AFFILIATE members only. Others may secure single copies by writing to Headquarters as long as the limited supply lasts.

* * * * * * *

NEW PREXY AUSMUS SEZ:

"The purpose of this note is to congratulate Headquarters upon the new Winter, 1953, schedule of NAEB Tape Network releases. To my way of thinking, this is the most intelligent, most varied, most interesting and most significant line-up of shows we have placed on the net since we began operations. Please urge all member stations to call this line-up to the attention of all papers in their area -- and to use all other means possible to promote these programs."

DISTRIBUTION OF MATERIALS FROM HEADQUARTERS

NAEB Headquarters will soon distribute to all Active and Associate members single copies of the NAEB Radio-TV Bibliography. The Bibliography, edited by Burton Paulu, will consist of about 150 multilithed pages, paper bound. It contains references and cross-references to nearly all radio and TV writings. A monumental work, it will be invaluable to students and teachers as well as to broadcasters. The single copies mentioned above will be sent to Active and Associate members Free.

Additional copies to members and to the general public will be available from Headquarters at $2.00 per copy. Orders are now being accepted. Delivery will be made early in 1953.

Headquarters also has available to all Active and Associate members copies of the LA-TV study. This study of all programs offered by Los Angeles TV stations during one week was made in the summer of 1951. Copies of the book were first made available in January of 1952 at $5.00 per copy. Single copies of LA-TV are available to Active and Associate members only at $1.00 each. Additional copies are available to members and non-members at $5.00. Orders are now being accepted at Headquarters for LA-TV.

Two other studies are now being printed. The first of these is the Chicago TV Study, also conducted in the summer of 1951; the other is the Second New York Study, conducted in January, 1952. Like the LA Study, each covers all programs of TV stations in each city during one week. Both will be available early in 1953. Single copies of each of these studies will be immediately available to Active and Associate members at $1.00 each. Additional copies of both studies will sell at $5.00 each. Orders for these books are also being accepted at Headquarters at this time.

* * * * * * * * *

LETTER FROM THE NEW NEWS-LETTER EDITOR

DEAR READER:

It is with great humility that I undertake this task, which has heretofore been so nobly performed. Dick Hull had the vision five years ago of the NAEB News-Letter becoming a strong voice for Educational Broadcasting. That he worked diligently and with success all of you know. Burton Paulu has for the past two years kept the faith. The News-Letter has grown in stature, and in readers. Although we still publish slightly less than 500 copies of each issue -- this is a far cry from the 50 copies of five years ago.

Content wise, you will not find the News-Letter changed. However, we have -- for mechanical reasons -- changed the format slightly. We hope you will read the News-Letter regularly all during 1953. We hope, too, that you will be a regular contributor to the News-Letter. Only when we hear from all NAEB'ers regularly can we make the News-Letter truly the voice of Educational Broadcasting.

Sincerely,

Jim Miles
Editor

COAST TO COAST WITH NAEB'ers

Headquarters now receives nearly all publications, news releases, program schedules, etc., that NAEB'ers distribute. Many NAEB stations automatically send this material to other members. If you have not added these people to your list, we urge that you do so. Headquarters will be glad to supply you with a complete up-to-date list taken from our addressograph plates. As you will note (see material sent with this issue) we also are glad to distribute material to the membership along with the regular mailings of the News-Letter. Sometimes, of course, material is not available in sufficient quantity to make this wide a distribution. When that is the case -- send it to headquarters. We will attempt to digest it and include it on these pages.

SAN DIEGO CITY SCHOOLS are rapidly preparing for the day when educationally assigned channel 15 becomes operative. DEGRAFF STANLEY is in charge of the effort reports on the five weekly TV programs they are preparing for use in the schools and at home. Mondays programs are on Music. Tuesday - Industrial Arts. Wednesday - The Westward Movement. Thursday - Safety Education. Friday - Art. Information sheets also contain logs for KSDS, the FM station owned and operated by the Schools. ED BARRETT is in charge of the stations programs which cover the two hours daily.

RALPH STEETLE and Co. continue to issue fine reports from the JCET. If you don't get these JCET REPORTS, write Ralph for them. Recent issue carried eight pages of typical clippings showing educational TV activity all over the country. Real inspiration.

J. J. RUCKER reports from New Castle, Indiana, that WYSN is back on the air -- new frequency so no further TV interference. She sends along a weeks schedule showing three and one half hours daily of really fine programs. 'twould make many an old-timer sit up and take notice. WYSN is a new member of the NAEB tpae network.

HERBERT PRESCOTT sends along his announcement of the script search he is conducting. $100 per script for anthology and amateur rights. Get details from Herb at Grinnell College, Grinnell, Iowa. Get your best writers on this right away.

Festivals are all the rage in Educational Radio today. It's a good idea, too -- an easy way to program intensively -- and to get some good publicity. WNYC has had its Music Festivals for many years -- this year added a Shakespeare Festival. WUOM, University of Michigan, is the latest entry in the field with a Japanese Radio Festival. WALDO ABBOT devotes one entire evening to Japanese art, culture, politics, and society. From 7:00 to 10:00 P.M. It's part of the University festival which lasts the whole day.

UNIVERSITY OF SOUTH CAROLINA is one of the latest additions to the NAEB active membership roster. WUSC-FM has been on the air but a short time. They are Tape Network members -- but we haven't seen a program schedule from them yet. Meanwhile, the COLUMBIA CITY PUBLIC SCHOOLS have joined NAEB as associate members. They plan to present many in-school programs on WUSC-FM during the daytime hours. Real co-operation -- as true NAEB'ers always do it.

ROLLINS COLLEGE, Florida, is really the most recent ACTIVE member in NAEB. They applied for membership the same time they filed with the FCC for a CP. Membership was approved on an Associate basis -- and now with the CP, they automatically become Active. Latest word is that they will be on the air around December 7. BENJAMIN AYCRIGG is the PD.

WHOOPS!!! ROLLINS didn't keep that distinction long. Comes word from LOWELL PERRY that ABILENE CHRISTIAN COLLEGE, Texas, was granted its CP Saturday, Nov. 15., and will hit the air about mid-January, 53. Commercial station gave them antennae and Xmtr. ABILENE COLLEGE has long been an Associate member of NAEB.

CLEVELAND PUBLIC SCHOOLS have doubled their TV effort this year. JAY STILLINGER lists the two programs as KNOW YOUR SCHOOLS, a continuation of a series started last year, and IT'S WORTH KNOWING, a new series of short courses for adults. Both programs are produced by WBOE staffers after a planning session with the superintendent, two assistant superintendents, two visual-aids experts, and the supervisor of English, along with Stillinger. JAY also sends along a clipping from a CLEVELAND PRESS column praising the efforts of WBOE.

BOB LANDRY pays tribute to the efforts of the Tape Network in the November 3 issue of his weekly reports called SPACE AND TIME. Calls it "...the greatest boon to noncommercial radio in all history..." He also does some plain talking on the commercial-educational broadcasting relationships.

WKAR's monthly program sheet carries a good picture of the new Kellogg Center for Continuing Education on the MICHIGAN STATE campus. It would be a swell place to hold our National Convention some year. BOB COLEMAN is making good use of the people attracted to its facilities -- and recently recorded some of the National Convention of the National Education Association sessions held there. He's editing them down for possible network offering.

SY SIEGEL surprised us all with his "Presidential Address" at the national convention. He summed up in five-and-a-half pages the developments of the past few years -- and then laid down a challenge for the years ahead. It's worth re-reading. If you didn't get a copy -- write Sy for one.

The NAEB TAPE NETWORK continues to change and mature. JOHN HOLT reports in more detail in the next News-Letter. Do you like the new service? Do you have any suggestions as to how some of the seemingly inevitable confusion might be avoided? And don't forget to RETURN YOUR TAPES.

ED BROWNE, KFKU, Kansas, writes that his wife -- who contracted polio Septemper 15, the same day Ed put his FM operation on the air for the first time -- is convalescing at home and is expected to be back to normal in a matter of months." ED goes on to say: "There is no other news here, except a rumor that I had had a heart attack. However, I think this is unfounded, since I have been unable to unearth any evidence to prove it. Perhaps the source of the rumor is the belief that I should have had a heart attack. But you know about that. You have operated an educational radio station. You have faced the monster, television. And you are still alive in the year of the Great Election."

RUSS PORTER writes in answer to a query: "If you will strike out the headline and the first paragraph of the Broadcasting story which was a mistaken interpretation of our (UNIVERSITY OF DENVER) policy statement, the remainder of it is very accurate." RUSS enclosed a copy of that statement. He indicated that copies are available for those who request them. Incidentally RUSS reports that DALE FULLER, who worked with the PEOPLE UNDER COMMUNISM series -- upcoming on the Tape Network -- is the director-elect of the Social Science Foundation.

KEN HARWOOD has recently been named Head of the Department of Radio AND Television at the UNIVERSITY OF ALABAMA. HARWOOD followed JOHN CARLISLE and LEO MARTIN at U. of A. He was acting head last year and as such helped with the Biloxi Convention.

Another university is doing Telecourses. UNIVERSITY OF TOLEDO began Oct. 15 with two courses -- one on homemaking, the other on Ohio History. Aired at 9:15 AM daily, both courses are offered for credit. MURRAY W. STAHL is the University TV and radio coordinator. HARRY LAMB of WTDS is also doing some teaching at the UNIVERSITY OF TOLEDO.

NEW NAEB MEMBERS

The following institutions and individuals were approved by the Board of Directors before the Minneapolis convention and are now welcomed as full fledged members of the Association.

REGION I -- ACTIVE

GRIFFITH INSTITUTE AND CENTRAL SCHOOL Springville, New York	WSPE	10 watts	Director, Thom Williams 88.1 mc

REGION I -- ASSOCIATE

MUSEUM OF SCIENCE, Boston, Mass. — Director, Bradford Washburn
MUSEUM OF THE CITY OF NEW YORK, New York City — Supervisor, Janet Pinney
PHILADELPHIA PUBLIC SCHOOLS, Philadelphia, Pa. — TV Coordinator, Martha Gable

REGION I -- AFFILIATE

ALLIANCE COLLEGE, Cambridge Springs, Pa. — President, A. P. Coleman
BRANDEIS UNIVERSITY, Waltham, Mass. — Exec. Assistant to the Pres., Clarence Berger
COUNCIL OF SOCIAL AGENCIES, Rochester, New York — Gen. Secy., Kenneth M. Stordant
NEW SCHOOL FOR SOCIAL RESEARCH, New York City — President, Hans Simon
NEW YORK UNIVERSITY RADIO DEPT., New York City — Asst. to the Chancellor -- Pub. Relations, James Armsey
RHODE ISLAND COMMITTEE ON EDUCATIONAL TV
Providence, Rhode Island — Chairman, Albert J. McAloon
MRS. DOROTHY TICHENER, New York City — National Chairman, Radio & TV Business & Professional Women's Clubs

REGION II -- ACTIVE

ROLLINS COLLEGE Winter Park, Fla.	WPRK-FM	10 watts	Director, Benjamin Aycrigg 91.5 mc
UNIVERSITY OF SOUTH CAROLINA Columbia, South Carolina	WUSC-FM	1000 watts	Director, Ernest E. Lent, Jr. 91.1

REGION II -- ASSOCIATE

PUBLIC LIBRARY OF CHARLOTTE & MECKLENBURG COUNTY
North Carolina — Director, Hoyt R. Galvin
COLUMBIA CITY PUBLIC SCHOOLS
Columbia, S. Car. — A-V Director, Charles P. MacInnis
BOARD OF PUBLIC INSTRUCTION, Jacksonville, Fla. — Director, Julian D. Morse
MISSISSIPPI STATE COLLEGE, State College, Miss. — Director, Radio Dept., William Felton

REGION III-- ACTIVE

FLINT PUBLIC SCHOOLS Flint, Michigan	WFBE-FM	1000 watts	Director of Radio Educ., Ola Hiller 90.1 mc

REGION III -- ASSOCIATE

BATTLE CREEK PUBLIC SCHOOLS
Battle Creek, Mich. — Director of Special Services Esther Rupright
ILLINOIS INSTITUTE OF TECHNOLOGY, Chicago, Ill. — V. P., Steward Howe
MILWAUKEE PUBLIC MUSEUM, Milwaukee, Wis. — Curator, Murl Deusing

REGION III -- ASSOCIATE (Continued)

ROOSEVELT COLLEGE, Chicago, Illinois — President, Edward J. Sparling

REGION III -- AFFILIATE

ILLINOIS PARENT-TEACHER ASSOCIATION
Chicago, Illinois — State Radio-TV Chairman
Elizabeth Marshall

MAYBURY SANITORIUM
Northville, Michigan — Director of Patient Education
Konrad A. Facknitz

REGION IV -- ASSOCIATE

MINNEAPOLIS PUBLIC SCHOOLS, Minneapolis, Minn. — Consultant, Madeline S. Long

MOORHEAD STATE TEACHERS COLLEGE, Moorhead, Minn. — Chairman, Radio Committee
Catherine Cater

REGION VI -- ACTIVE

SAN MATEO JUNIOR COLLEGE — Director, Richard C. Marsh
San Mateo, California — KCSM-FM — 10 watts — 91.1 mc

REGION VI -- ASSOCIATE

ARIZONA STATE COLLEGE, Tempe, Arizona — Director, Richard H. Bell

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NOTE: The following is clause "B" of the NAEB Constitution which was ratified at Minneapolis. It shows the types of memberships now possible in NAEB.

B. ELIGIBILITY

1. Any university, college, school or other educational, cultural or public service agency, organization or association of recognized standing which is actively engaged in educational, cultural and public service, non-commercial broadcasting over a radio and/or television station or stations regularly licensed to it by the Federal Communications Commission, or holding a construction permit for such station or stations, may be elected to ACTIVE MEMBERSHIP.

2. Any university, college, school or other educational, cultural or public service agency, organization or association of recognized standing which is actively engaged in the production and broadcasting of educational, cultural and public service radio and/or television programs but not eligible for Active Membership may be elected to ASSOCIATE MEMBERSHIP.

3. Any university, college, school or other cultural or public service agency, organization or association not eligible for Active or Associate Membership, or any individual interested in or seeking to promote education, cultural and public service broadcasting may be elected to AFFILIATE MEMBERSHIP.

4. Any individual who shall have made outstanding contributions to the Association as a representative of a Member in good standing, or any individual who shall have made a significant contribution to educational, cultural and public service broadcasting may, by unanimous vote of the Board of Directors, be elected to HONORARY MEMBERSHIP.

ACTIVITIES OF THE FEDERAL COMMUNICATIONS COMMISSION OF EDUCATIONAL INTEREST

TELEVISION

There have been only two actions involving educational interests since the "Box Score as of October 20, 1952" list appeared in the September-October issue of the News-Letter.

1. The Board of Education for the District of Columbia filed an application for UHF Channel 26 (non-commercial assignment).

2. The Michiana Telecasting Corp., Notre Dame, filed an application for UHF Channel 46 (Commercial assignment). Corporation is owned 100% by the University of Notre Dame.

FREQUENCY MODULATION

Oct. 4-11

Non-Commercial Educational License Granted

Highland, Wis.....WHHI State of Wis.-State Radio Council, Madison (No. 217).

Oct. 11-18

Non-Commercial Educational CP Granted

Shawnee, Okla.....New Oklahoma Baptist University, Channel 210 (89.9mc)Power .01kc

Non-Commercial Educational License Granted

Highland Twsp., Wis...WHSA State of Wis.-State Radio Council, Madison (No. 210).

Non-Commercial Educational Application Filed

Winter Park, Fla....New Rollins College, Channel 218 (91.5mc) Power, 10-watts. Antenna, 116-ft. Campus

Oct. 25-Nov. 1

Non-Commercial Educational License Granted

Amherst, Mass....New WMUA University of Massachusetts, Campus (No. 216).

Non-Commercial Educational Application Filed

Tampa, Fla....New University of Tampa. Channel 205 (88.9mc) Power, .77-kw. Antenna, 240-ft. Box 2409 (L.S. Mitchell).
BPED-220

Nov. 1-8

Non-Commercial Educational CP Granted

Winter Park, Fla....WPRK Rollins College. Channel 218 (91.5mc) Power, 10-watts, Antenna, 116-ft. Campus.

Nov. 15-22

Non-Commercial Educational CPs Granted

Tampa, Fla.....WTUN University of Tampa.. Channel 205 (88.9mc). Power, 770-watts. Antenna, 240-ft.

Wabash, Ind....New School City of Wabash, Inc. Channel 217 (91.3mc) Power, 10 watts. N. Miami St.

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* BULLETIN BULLETIN BULLETIN *
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* President Graydon Ausmus requests all 1952 committees *
* to continue to function until the 1953 committees are *
* appointed. This more than likely will take place early *
* in 1953. *
* *

RESEARCH REPORT
by Dallas Smythe
NAEB Director of Studies
University of Illinois, Urbana

One pleasant result of my plea for more attention to research at the Minneapolis convention of this organization was the receipt of a copy of The WOI-TV Audience--a 125 page report of a bench mark survey of householders living within the area up to 50 miles from Ames, Iowa. This report, published in 1952, covers a study field work for which was done in November 1951.

Before summarizing the findings of this study I wish to compliment its authors on an extremely competent, technically excellent job. In fact other stations might well study it as a model of many aspects of audience research. Its sampling and administrative design are admirable. The clarity and completeness with which its results are presented in the report are also a model of exposition. And now for the results themselves.

The average adult living in a TV home spent an average of more than 3 hours each day of the week viewing television. Apart from working and sleeping, TV viewing was likely the largest single use of these people's time. The breakdowns provided raise provocative questions when one looks to the differences in viewing for parts of the audience. Thus, among males in the "open country," in Des Moines, and rural communities the largest average time spent in viewing was for those over 65 years of age with significantly smaller amounts of viewing between age 36 and 55. However, the largest amount of viewing among males in small towns was done by men age 46-55. Among females a contrasting picture appears. Women in the age group 18-25 were the heaviest viewers in the "open country" with the smallest amount of viewing among those 46-65. In rural places the heaviest viewing was in the age group 46 to 44. In small towns, it was in the age group 26-35; and in Des Moines, in the age group 56-65.

When one examines the data for amounts of viewing time by occupations, one learns that (not unexpectedly) the unemployed viewed longer hours (6.4 perday) than any of the employed occupations in the whole area. Closely following the unemployed come what might be called the "pre-employed"--those under 18 years of age--who averaged 4.2 hours per day. Other significantly high and low averages were those for "retired" persons (3.4 hours), "operative and kindred workers" (3.5 hours), "professional" (2.5 hours), "semi-professional" (2.6 hours).

The same information when broken down by residence reveals that the heaviest viewing in the open country was done by three groups (all with 3.3 hours): "farm laborers," "craftsmen, foremen," and "housework (own home)". Neither young people ("under 18") nor the "retired" in the open country viewed nearly as much as in the large cities. In Des Moines the heaviest viewing was done by "operatives" (bus, taxi drivers, meat cutters, etc.) with 4.1 hours per day. The lightest viewing was done by "proprietors and managers" (1.5 hours per day). "Professional" people in Des Moines did much more viewing (average of 3.4 hours) than in other urban places (1.7 hours) or in rural places (1.8 hours). In other urban places the heaviest viewing was by those occupied in "housework (own home)" and those "in school" --both with 4.0 hours per day. In those places "professional" did the least viewing. In rural places the heaviest viewing was done by those "under 18"--with 7 hours per day, closely followed by "retired" (6.3 hours), and "farmers and farm managers" (6.2 hours). "Laborers" in such places did the least viewing (1.5 hours per day), with"professional" next smallest.

The authors of the report conclude that WOI-TV's viewers show "no apparent program discrimination." Pointing out that this was a single-station community, they say

that the viewers "typically did not exercise the option of turning the set off."

> "The characteristic evening viewing pattern for adults in a TV home was to turn the set on about supper time (6:00) and leave it on until bed time (10:00), viewing all the programs between these hours...The only factor which clearly affected the size or composition of audience for a given program was the time at which the program was offered."

Readers of this column will be especially interested in the evidence from WOI-TV of the effect of TV on radio listening. Unfortunately (and this is my major criticism of the study) no fair comparison can be made of the extent of AM and FM radio listening from data presented to us in the report. We are told that the number of persons who "ever listen to FM" amounts to 8 percent of the total population with no difference between TV and non-TV households (though 27 percent of the households have FM sets.) For AM radio, however, the data given are limited to percentages of the adults reported as listening to their radios at particular times in the day. My rough calculations indicate that AM set use at its maximum during the day amounts to between 28 and 30 percent of the adult population. If this be a tolerable comparison, it would suggest that perhaps the FM audience is between one-third and one-fourth of the AM audience. Just how far this study de-valuates FM it is difficult to say.

Forgetting FM, however, we turn to the relation of TV to AM radio listening. Here we find that in TV homes, radio listening was "almost wiped out" in the prime evening hours 6 to 10. In those hours, AM set use was 5 percent or less of the TV homes. In these hours between 30 and 50 percent of the radios were turned on in non-TV homes. An extremely interesting fact is the relation between radio listening of TV and non-TV homes <u>when no TV programs are available</u>--i.e. before 1 p.m. The evidence in the report clearly shows that radio listening is heavier in non-TV than in TV homes in these hours. It is interesting to speculate on what this means. Were the 29 percent of the households in WOI-TV's service area which owned TV sets in November 1951 those who before TV listened to radio less than the others? Or has their taste for radio (even when no TV programs are available) been dulled by the opulence of television? A before-and-after study, started in a community before TV comes to it, could decisively answer such questions.

The summary by the report's authors may be quoted for their answers to other questions of general interest:

> "Audiences for Educational Programs--A comparison of audience size for entertainment programs and educational programs telecast adjacently shows the audience for the educational programs was as great as that for the entertainment programs. Contrary to popular belief (<u>whose</u> belief? We should distinguish between the beliefs of the public and of the broadcast industry), viewers did not turn off their sets when educational programs came on after entertainment shows."

> "Movie Attendence and TV--Survey data show no statistically significant difference between the number of movies attended by persons who live in TV and non-TV homes. There is no evidence to show that TV has reduced movie attendance in central Iowa although one may speculate...that persons who own TV sets are likely to be those who previously attended more movies."

"Does TV Keep People Home? --The data show the people who live in TV homes are neither more or less 'at home' than those who live in homes without TV. One may speculate that TV owners would be at home less if it weren't for the TV set, but this speculation cannot be proved on the basis of the data collected."

"TV Ownership and Income -- Using occupational classification as an index of income, it appears that TV set ownership was definitely related to income. The incidence of set ownership was highest for persons in the 'professional' occupation class; the rate of set ownership seemed to decrease proportionately as occupational income decreased."

The study employed area sampling methods and used the resources of the Iowa State College Statistical Laboratory, including its Master Sample materials. The sample was balanced "over time" so that valid data could be obtained for all possible seven "yesterdays" which were the base of many of the questions. Two questionnaires were used: one for households, and one for individuals. The former obtained information on the composition of the household, age, educational background, occupation, agricultural activities, cinema attendance, descriptive data about the TV set, and data as to the number of persons watching the TV set by 15 minute intervals. The individual questionnaire obtained information on what hours persons were away from home, at what times the respondent watched television and listened to radio the day prior to the interview, a general statement of viewership for certain programs, preferences for farm information TV programs, and whether the person listened to FM radio programs.

The authors have displayed their technique in full detail in this report. This will make it possible for other station managers to discuss survey technique with technical advisors on their own campuses with full confidence that they have the essential specifications for a competent survey. It is refreshing to find a survey's authors including a section of criticism (by themselves) of the technical design of their own study (p. 113). Finally, let us give credit to these authors. Alan Ross of Iowa State College Statistical Laboratory and Merritt C. Ludwig of WOI-TV were chiefly responsible for the study. Others who made major contributions were John Monroe and Norman Strand of the Laboratory, Martin Fritz of the Psychology department, and John Clark of WOI-TV. Dick Hull writes an introduction.

In the past couple of years a number of studies of high technical and policy quality have been received. As I think back over the list I am impressed by the fact that they have come from a highly localized group of institutions: Minnesota, Illinois, Purdue, and Iowa State. Why, we wonder, do not NAEB members from outside these contiguous North Central states conduct research of this order?

JUST A REMINDER

The NUEA-NAEB survey questionnaire is due!!!

Director of Studies Smythe reports that only about a dozen of the nearly 100 questionnaires sent out, have been returned. NOW IS THE TIME. For several years the NAEB has studied the logs of educational broadcasting stations. The analysis thus prepared has been invaluable to station management. This year it was possible to cooperate with the National University Extension Association (NUEA) in this much more comprehensive survey. It is an integral part of the long time research program of NAEB. It must be returned by ALL if we are to have the complete picture of educational broadcasting today which is so necessary to our future plans.

RETURN YOUR NUEA-NAEB SURVEY QUESTIONNAIRE TODAY!!!

EDUCATIONAL CLIPPINGS...EDUCATIONAL CLIPPINGS...EDUCATIONAL CLIPPINGS

WHAT THE PEOPLE WANT--By Bishop Fulton J. Sheen

When we speak of wanting, we mean certain types of programs which are not yet available in sufficient quantities. There is too little originality and too much imitation.

One quiz program begets a dozen; panels multiply like rabbits; get rich quick programs increase like the taxes. Some panel shows are like university professors who have nothing original to give the students, so they bring in books and read from each of them in turn. The result is that knowledge passes from the lips of the professors to the note books of the students without passing through the minds of either.

Television shows are born either from directors giving the people what the directors think is good for them; or from the public letting the directors know what they want. Both methods are necessary; to omit the first might create a situation like to patients telling doctors the kind of operations they wanted; to omit the second would be like doctors ignoring the patients' description of the symptoms. Since the theatre has for the most part imposed its technique and content on television, it might be well, for the sake of striking a balance, to suggest two types of programs the public would like.

1. The public wants to learn. Human nature is incurably curious; we all hate to have secrets kept from us, men just as well as women. Man is not a working beaver; he is a thinking biped. He wants not only to improve his health, but also to improve his mind. Granted this, television will grow in age and wisdom when it brings to the public programs by learned men who understand their subject so well they can explain it to those who know nothing about it. Any teacher can write a book with footnotes, but few know their field well enough to explain it to beginners. How interesting, if a professor of atomic physics, told us about the little atom and how it reflects the solar system, and compared the particles of dust in the Pennsylvania Station, New York with the density of matter in the universe. How absorbing, if an historian would tell the television listeners interesting facts about our Founding Fathers, for example, how the Second Paragraph of the Declaration of Independence set down the basic ground of our rights and liberties.

Television cameras are for the most part concentrated in studios and theatres; they will grow up when they move into universities and pick out the two or three professors in each university who can talk intelligently and simply on their subject without reading from notes. As the Irish woman said when she heard a Bishop read a sermon: "Glory be to God, if he cannot remember it, how does he expect us to?"

2. People also want conviction. As the theatre has over-imposed its technique on television, so has journalism. The technique of journalism is to incite controversy, to print those particular items which will provoke rebuttal, cause "talk", arouse suspicion, or summon forth an answer. The television audience living in a world of conflict, would like to have something else besides conflict. It wants conviction. It wants to listen to politicians, teachers, labor leaders, business men, philosophers, who really believe in something--and so much so, they are ready to die for it, if need be. The conscience of the audience will decide which of the good things presented, it will accept as the best--but at least, it wants to hear them. The world is hungry for an absolute; it craves a Truth which it can embrace, a goodness which compels sacrifice, a cause that demands service. As television passes from the field of controversy to conviction; when its moves from giving news, which for the most part is news only because its basis is the breaking of one of the Ten Commandments, to news because someone obeyed one of the Ten Commandments; when it breaks the pattern of pointing out even the dark side of the good; when it begins to revive loyalty, devotion, faith, courage, self-sacrifice, surrender to the good, altruism, charity, love of neighbor--it will have come into that maturity which will make it one of God's greatest blessings to man.

(Television, November 1952)

IKE'S BROTHER STRONG FOR EDUCATIONAL TV

The election elated some educational TV proponents for simple and important reason that the President-elect's younger brother Dr. Milton S. Eisenhower is not only a staunch booster for educational TV but a nationally prominent educator and an experienced "communicator" as well. Whether or not he exercises direct "influence" on new Administration, Dr. Eisenhower is thrust automatically into a strong position. He's president of Penn State College and outgoing president of the Association of Land-Grant Colleges & Universities. There are 69 land-grant schools, most of which are largest schools in their states.

Dr. Eisenhower has held remarkable series of jobs, ranging from city editor of Abilene Daily Reflector to vice consul in Edinburgh, Scotland; information director of Agriculture Dept.; director of War Relocation Authority; associate director of OWI, & membership on many important national and international commissions.

In address this week at Washington convention of land-grant schools, Dr. Eisenhower significantly singled out TV among all recent educational developments: "We know that new instruments of education are at hand, such as television, which may very well be the greatest single aid to both resident instruction and adult education devised in this century."

We interviewed Dr. Eisenhower, found him solidly optimistic about educators' prospects for putting reserved channels to use. Asked why he thought educators' TV experience will differ from their weak radio history, he said, "There are two reasons: (1) Educators have learned their lesson. They were shortsighted in the early days of radio. (2) The audio-visual effect is 10 times more effective than audio alone for the 'how to to it' sort of thing, such as demonstrating soil conservation techniques. In presentation of ideas, the visual isn't so important, though it frequently helps considerably in holding attention."

In financing TV projects, shools will have "both successes and failures, as in any other undertaking," he said. He reported that many institutions have had good luck to date, said he's getting cooperation of Pennsylvania officials. Gov. Fine gives keynote address at Nov. 19-20 educational TV confab at Hershey, Pa.

Other sources of funds are available, he pointed out. Besides endowments and philanthropies, he foresees alumni chipping in. Dr. Eisenhower is careful to credit commercial stations for educational TV efforts, saying, "I'm glad to see that the problem is getting out of the realm of commercial vs. educational. A great many commercial broadcasters are doing, or are desirous of doing, a job in this field. Education isn't just the schools' job." But commercial stations alone aren't enough, he said. "You don't have any 'insurance' if you don't have your own facilities."

He is opposed to sponsorship of educational programs. "I was against it when I handled the Farm & Home Hour," he said. "However, I think that educational stations should be able to carry sponsored programs of great importance that they can't afford such as the elections and UN sessions. Also, I understand that we'd be permitted to accept help from a company for, say, a remote pickup, and mention that the facilities were furnished 'through the courtesy of' the company, but that we couldn't advertise their products."

How long should channels be reserved? "Well," he said, "you know that it takes legislatures a good deal of time to act. However, I understand that the FCC will extend the time if the school is making progress toward taking up the channel."

Manufacturers have shown willingness to help, Dr. Eisenhower said, by offering equipment at a discount. "After all, they get their men from us, and they don't want them trained with obsolete equipment."

FCC chairman Paul Walker also spoke at the convention, again warned educators to make concrete plans for using channels or risk losing them after next June 2 when FCC will consider commercial applicants' requests to free them. In addition, he urged that statewide networks should be goal of all groups, that they should ask for more channels if they don't have enough now--"if you are not already too late. Dr. Eisenhower said that Pennsylvania plans such network, needs one more channel to cover the entire state with satisfactory signal.

Comr. Walker's "June 2" warning, a recurring theme in his many speeches, is sore point with Comr. Hennock. In her talks, she insists that no time limit should be put on reservations. Reflecting her position, speakers told New York educators at TV session in Schenectady this week that channels should be reserved "in perpetuity", and group passed resolution to that effect.

(Television Digest November 15, 1952)

WOULD HOLD CHANNELS FOR EDUCATIONAL TV

Schenectady--Strongly urging retention of the allocated 242 non-commercial channels strictly for educational purposes, the New York Educational Television Institute passed a resolution at the closing session of a two-day conference on Thursday aimed at reserving the channels in the public domain, and unanimously voiced opposition to their being made available to commercial bidders in June per FCC ruling.

Terming the FCC ruling a "distinct threat that should be opposed to the utmost." Dr. William Jansen, superintendent of the New York City Public School System, advocated that the channels should be reserved in perpetuity for the public. "I don't believe we should be put into the position of either taking channels now or giving them up forever," he said.

Emphasizing that educational groups were not by-passing the TV opportunities available, Walter B. Emery, special consultant to the Joint Committee on Educational Television, Washington, reported that 61 communities throughout the country were presently "getting ready to file" applications with the FCC for non-commercial channels, and that a great many more would doubtlessly follow suit. John P. Myers, chancellor of the State Board of Regents, told the conference that the Regents shared a "a sense of urgency in the necessity for doing the very best in education in these changing and perilous days."

(Radio-Television Daily November 17, 1952)

YOU CANNOT BUY IMMUNITY BY TURNING AWAY FROM WHAT YOU DO NOT LIKE!

"Television will have an effect on your lives even if you never own a TV set and never see or hear a broadcast," Gilbert Seldes told a Toronto audience prior to the opening of TV service in Toronto, Canada. "The fatal weakness of all efforts to control the excesses and correct the errors of television in the United States is the attitude of people who think themselves untouched because they themselves never look at inferior programs or never see television at all. But there is no immunity--there is no place to hide. So with the parents whose children are never permitted to watch the sadism and horror of the 150 murders which infest our television screens each week. They imagine themselves safe, but you cannot buy immunity by turning away from what you do not like. The fact is, the one child who does not see horror programs lives and will live in the world created by the fifty who do."

(November , 1952 Bulletin--National Association for Better Radio & Television)

JOY ELMER MORGAN, editor of the Journal of the National Education Assn., who waged bitter but unsuccessful fight against advertising by radio in late '20s and early '30s, demanding government ownership, sees TV breeding a "mentality of trivia and crime" and charged its impact on children was "terrible, terrific and unknown." He spoke Nov. 14 at Baptist Brotherhood Council in Washington. (Television Digest November 15, 1952)

WALKER SPEECH--URGES EDUCATOR ACTION

Educators should "be prepared to demonstrate to the Commission that it would be in the public interest to continue the reservation in their community" beyond next June 2, FCC Chairman Paul A. Walker asserted last week.

At the same time he suggested as a goal "the establishment of statewide networks in every one of our 48 states," and urged educators lacking sufficient reservations to "move promptly to make an engineering survey and arrange additional channels."

Chairman Walker spoke last Thursday at the 66th annual meeting of the Assn. of Land-Grant College and Universities at the Statler Hotel in Washington, D.C. His subject was "Educational Television."

The association announced during the three-day conference that it has asked the Commission to extend the deadline on reservation of educational TV channels beyond June 2, 1953. Such an extension, it was explained, will give institutions and agencies a full "opportunity to take advantage of the Commission's statemanlike action in reserving the channels originally."

While he did not comment directly on the association's petition in his prepared talk, Chairman Walker noted that Commission rules provide that "any channel assignment whether an educational reservation or not, may be modified if it appears in the public interest to do so."

Continue Reservation

The FCC Chairman said he is "sure that educators who have not actually filed an application by June 2 of next year will be prepared to demonstrate to the Commission that it would be in the public interest to continue the reservation in their community should that reservation be sought and challenged by commercial interest."

It was perhaps the first time that the FCC Chairman asserted publicly that the Commission possibly might entertain thoughts of extending the deadline on educational non-commercial reservations.

He said educators "should look ahead and lend support to the creation of regional educational networks and eventually a national network. Such a network, which might ultimately have 300 or more member stations, could exchange or relay programs by coaxial cable, microwave relay, direct pickup, motion picture films and kinescope recordings."

Notice that the association has asked FCC to extend the deadline was announced by James H. Denison of Michigan State College, delegate to the Joint Committee on Educational Television from the land-grant organization. JCET was a prime mover in the educational TV fight.

Milton S. Eisenhower, president of Penn State and brother of the President-elect Dwight D., was succeeded as association president by Arthur A. Hauck, president of the University of Maine. Dr. Eisenhower remains the chairman of the association's executive committee.

Organization also approved a proposed national project in agricultural communications, to be administered jointly by a board comprising representatives of the National Assn. of Radio Fram Directors and American Agricultural Editors' Assn. and land-grant institution administrators. Project is intended to encourage and improve use of communications media and methods of extending land-grant services to the public.

(Broadcasting November 17, 1952)

'BROADCAST PRIMER' FCC COMPILES DATA

Want to start a radio or television station? Need the latest official dope on educational telecasting? FCC has the answers--hundreds and hundreds of them. They are wrapped up in a compact 22-page pamphlet modestly titled "Radio Broadcasting Primer."

For persons uninitiated in the intricacies of radio and television the new Commission document is a quick and easy education in the essentials of electronic media. For those engaged in the business and techniques of radio and TV broadcasting the primer is a pleasant refresher course.

The Commission hopes the primer will serve as a catch-all answer to routine inquiries, which run about 50 letters a day to say nothing of telephone calls and personal inquiries. Because of limited funds the primer is not available in quantity but single copies will be available at the Commission offices.

The oft-argued subject of who made the first commercial broadcast is handled this way: "In 1919, station WHA of the University of Wisconsin was transmitting weather and market reports. A Detroit experimental station, which later became WWJ, claimed to have started daily programs on July 7, 1920. However, records of the Department of Commerce, which first supervised radio, show KDKA, Pittsburgh as the first commercially licensed standard AM broadcast station, dating from November 1920."

The radio spectrum receives careful and enlightening attention, with two full pages of relatively simple explanation of radio waves, channels and frequency allocations. Similar attention is given the general subject of broadcast operation, including a dissertation on electronic phenomena. Type and numbers of stations are tabulated.

Brief chapters explain AM and FM broadcasting. The television section is necessarily more involved, starting with this simple definition, "Television (TV) broadcasting involves radio transmission of visual and aural programs so synchronized that at the receiving set they are seen and heard in a manner resembling talking motion pictures.

Historical outline starts with the scanning disk patented in 1884 by the German, Nipkow. Vhf and uhf problems are discussed with clarity.

A history of educational broadcasting reviews AM and FM operations, winding up with a summary of the TV educational situation. (Broadcasting November 3, 1952)

NEW JERSEY GROUP NAMED ON EDUCATIONAL TV

Appointment of a 10-member commission on educational television in New Jersey was announced last Wednesday by Frederick M. Raubinger, state commissioner of education. Group--which includes Allen B. DuMont, Allen B. DuMont Labs.; and Robert B. MacDougall, WATV (TV) Newark; and E.W. Engstrom, RCA Labs. Div.--is similar to the committee set up earlier this month for the State of New York by Gov. Thomas E. Dewey.

New Jersey's group is to study the possibilities of educational TV and to submit a report by next January 1. Six channels have been reserved for non-commercial television in New Jersey.

Other commission members are Mrs. A.Hobart Anderson, president, New Jersey Congress of Parents and Teachers; State Sen. Samuel L. Bodine; State Budget Director J. Lindsay de Valliere; Charles W. Hamilton, executive assistant to the State Commissioner of Education; Assemblyman Thomas J. Hillery; Sampson G. Smith, County Superintendent of Schools, Somerville, and Herbert W. Voorhees, president, New Jersey Farm Bureau. (Broadcasting November 3, 1952)

HUMPHREY SEES POLITICO REVOLUTION DUE TO AM-TV: CITES DAILIES MONOPOLY

Minneapolis--Citing the great need of non-commercial education TV development and taking some potshots at commercial television, Sen. H.H. Humphrey of Minnesota, in an address at the National Assn. of Educational Broadcasters' national convention here, asked for a crusade to prevent monopoly of information and education through the written and spoken word.

Aroused by political campaign occurrences that preceded his Democratic party's defeat in the recent election, which found the press lined up almost solidly behind the successful Republican candidate, Senator Humphrey expressed concern lest newspaper monopoly be extended further in the TV and radio fields.

The association was asked to take a stand with him against such monopoly. "Beware that our radio and television stations are not also entrusted to newspapers which have no competition in their communities," pleaded Senator Humphrey. "Competition is healthy and in many localities radio and television must afford it."

As a result of radio and TV, Senator Humphrey declared, a political revolution is in the making. Great voters turnout, marking a record high, was attributed by him in large part to the various ether forums and candidates' appearances.

With an increasing number of people becoming "cynical" about the press and the latter "failing to develop its full potentiality in educating the public politically," Senator Humphrey said the day of wide-spread non-commercial educational TV must be hastened.

Lashing out at the quality of much of the present TV programming, Senator Humphrey pointed out that "every parent is becoming increasingly concerned" because of the large number of crime shows and the low quality and even harmful potentialities of much that goes out over the airlanes.

"On television we witness 1,000 crimes a week, whereas the medium devotes only 1% of its time to religion and 3% to education," said Senator Humphrey.

Programs Criticized

Decrying present trends, the Senator asked that program balance be developed. He said he isn't convinced that station solvency must be based on mediocrity, and pointed out that TV stations have a great opportunity to raise cultural standards.

"As much as I like old British films and enjoy having my youth renewed, I also want much more substantial fare than I'm now getting," said the Senator. "When theatremen have come to me to relate their present troubles, I have emphasized that their main salvation undoubtedly lies in improvement of their entertainment product. Unless television raises its standards it, too, may lose many converts."

The 1934 communications act should be revised in the light of television developments and in terms of public service and educational and cultural activities, Senator Humphrey asserted. (Variety November 12, 1952)

COLLEGE OKAYS CIGGIES AS HOOP GAME SPONSOR

Hollywood--In a precedental move for collegiate basketball on TV, Loyola's home games are being offered ciggie makers for sponsorship by KHJ-TV, which will telecast the court contests beginning Dec. 2. Loyola athletic director Ed Powell had to get permission of all the visiting teams who will be participating, before channel could offer the games to ciggies. Jim Parsons of KHJ-TV and Powell negotiated deal, in which Loyola will get a flat $250 per game. (Variety November 19, 1952)

WALKER TAKES STAND ON EDUCATIONAL TV

Television can be a "tool or toy," according to FCC Chairman Paul A. Walker, who says the choice lies with educational leaders of the nation.

In an address prepared for delivery at the 1952 convention of the National Association of Educational Broadcasters here (in Minneapolis) on Friday evening, Walker declared that educational leaders, having had the vision to obtain reservation of television channels, "must now be as diligent in apprising the public of the channels' potentialities."

Referring to the job done by some 114 TV broadcast stations and 19 million sets in carrying the political conventions and election returns right into the American living room, Walker said we do not yet have sufficient awareness of television's power as a teaching tool.

"It must be explained how television can bring master teachers into thousands of classrooms, inspiring the pupils and helping to train the classroom teacher; how it can bring the children constructive 'how to do it' programs as well as wholesome amusement in their homes and thereby combat juvenile delinquency; how it can help meet one of our greatest needs--adult education; how it can bring the schools and parents and public closer together." He added that there is need to emphasize what educational TV could do to meet the problem of 10,000,000 American adults who are illiterate.

Cautioning his audience that time in which to secure educational TV channel allocations in the various states is limited, Chairman Walker urged they immediately take steps to insure the creation of statewide networks of educational stations to serve the entire state--"every corner of it, the farm, the village, the big city."

(Radio-Television Daily November 10, 1952)

UHF WORKING WELL--COVERS 95% OF PORTLAND

Unrestrained enthusiasm for UHF and its potentialities runs all through RCA's report on its exhaustive field tests of first commerical UHF station--KPTV,Portland, Ore. which began operations Sept. 18.

Report is significant in that it's first comprehensive survey of how UHF is covering Portland--and as such is useful guide to what can be expected in other UHF cities. On basis of Portland tests, RCA engineers concluded that UHF stations can provide good service to nearly as large audiences--in terms of percentage of total population served--as VHF stations with same transmitter power.

Survey team was headed by engineer John P. Taylor, RCA engineering products advertising manager, whose previous attitude toward UHF might best be described as skeptical. But in Portland report he says, "The performance of KPTV has been such as to startle the industry," and adds: "Most of the experienced radio men investigating it in person have agreed that it is 'much better than expected.'"

We urge you to read the full report, printed by RCA as special edition of its Broadcast News, and illustrated with maps, graphs and aerial photos. It's available on request from RCA Engineering Products Dept., Camden, N.J.

(Television Digest November 15, 1952)

GOODBYE TO ANOTHER EDUCATIONALLY-OWNED RADIO STATION--

One of AM's real pioneers, founded before there was radio regulation: WCAT, Rapid City, S.D., operated non-commerically by South Dakota School of Mines, 100 watts part time on 1230 kc. It is giving up the ghost because of outmoded equipment and lack of funds.

(Television Digest November 15, 1952)

MINNESOTA PUSHES FOR EDUCATIONAL TV WEB

Minneapolis--After Paul A. Walker, FCC Chairman, told an assemblage here that its decision "would affect their children and childrens' children educational opportunities for years to come" a representative citizens committee of 111 was immediately organized here to open a drive for a $5,000,000 statewide TV non-commercial educational network.

A plan will be presented to the next Minnesota legislature which will be asked to appropriate that sum for the project.

The decision to set wheels in motion for the statewide network was reached following pro and con arguments from the guests who had been assembled by the University of Minnesota. Samuel C. Gale, prominent attorney, representing the National Citizens Commission for the Public Schools, was named temporary committee chairman.

Preceding debate found Stanley Hubbard and W. J. McNally, KSTP-TV president and WCCO-TV board chairman, respectively, on opposite sides of the argument.

Hubbard, who was voted down, argued that only an educational station for the Twin Cities, instead of a network, should be considered. But McNally declared "there is no way we can approach the legislature without a plan for all of this state's people," and his arguments prevailed. (Variety November 12, 1952)

BOOSTER TO SERVE WILLIAMSON, WEST VIRGINIA is proposed in experimental application filed this week by WSAZ-TV, Huntington. Since Williamson already has community antenna system, booster proposal has ominous ring to system operators. Station proposes to erect antenna on ridge near Williamson, 50 miles from WSAZ-TV, feed signal down hill to 1-watt transmitter with directional antenna. It's estimated Channel 3 signal will serve 7-10,000 people in 5.57-sq. mi. area, and station asserts no interference with its own or other station signals will result. Cost of project is stated as $2,6000. Taco equipment will be employed, consulting engineer is William L. Foss. Three other booster or satellite operations are operating or proposed: Sylvania is licensee of two stations in Emporium, Pa.; WSM-TV, Nashville, is testing booster in Lawrenceburg, Tex.; Howard-Yale Inc. has application pending for satellite to feed subscription-TV scrambled signal to Palm Springs, Calif.

(Television Digest November 15, 1952)

SYSTEM vs. CHAOS: which brings us to an observation we've made at many radio stations. They're fussy about the technical side of their operation. Tolerances are close, meters read on the nose, every item carefully checked, engineers right on schedule all day long. Programs are set up that way too. They stay "on the nose." Stop watches all over the place. Traffic schedules and operating systems abound.

In the midst of all this Super-system sits the Education department..... completely unsystematic. No plan. No system. Just roaming around, a pack of soloists, looking for a good educational program. Why?

Not at every station, of course, but also not an uncommon sight.

What's your system? (Paraphrased from "The Needle" by Maurice Mitchell)

LAG IN EDUCATIONAL TV BIDS SEEN PAVING WAY FOR BIZ ENTRY

Minneapolis--Unless considerably more activity toward the acquisition and use of channels set aside for non-commercial educational TV stations develops in the immediate future, "there is slight basis" for justifying the continued reservation of their 242 frequencies, and many of these may wind up in private interests' hands, according to Earl Minderman, special assistant to FCC chairman, Paul A. Walker.

Addressing the National Assn. of Educational Broadcasters' national convention here, Minderman said that although the deadline is June 2, thus far there have been but 23 applications made to the FCC for non-commercial TV station permits, and only nine have been granted. However, he pointed out, a substantial number of applications are in preparation.

Minderman estimated that the cost of preparing an application for a commercial TV station, and carrying it through, will run from $25,000 to $50,000 and that two years will elapse before a FCC decision is forthcoming. Such expense and long wait are avoided by non-commercial educational applicants, he said.

If permits are granted, however, and construction of the non-commercial TV station is not started within 60 days because of lack of funds or other reasons, prospective commercial station promoters have the privilege to come in and ask that the permit be forfeited and awarded to them, and unless special circumstances warranted an extension such procedure is likely, he pointed out.

Minderman and other speakers urged that the non-commercial educational TV interests get the ball rolling with their plans as speedily as possible.
(Variety November 12, 1952)

NEXT EDUCATIONAL TV APPLICATION (only 18 submitted thus far, 9 granted) is due to be filed shortly by Milwaukee Adult Education and Vocational School Board for Channel 10; but only because Circuit Judge William F. Shaughnessy on October 29 lifted temporary restraining order which would have barred any educational application from Wisconsin.

Lower court had granted injunction in suit by Edwin Zedler, president of Affiliated Taxpayers Assn. of Milwaukee, who contended educational TV stations were unconstitutiona and no public funds should support them. On appeal, Judge Shaughnessy temporarily banned state or municipal support of application pending hearing, but allowed board to file after spokesman said "it costs only $1 to apply."

Other educational TV developments: (1) Group of Philadelphians formed Delaware Valley Educational Television Corp., planned to float bond issue to finance construction of station, with operating costs to be covered by $1000 annual donations by civic leaders. (2) Texas educators will meet Dec. 8-9 in Austin to discuss use of 18 reserved channels. (Television Digest November 22, 1952)

NOVIK APPOINTED UNESCO DELEGATE

Morris S. Novik, president of WLIB, New York, flies to Europe Nov. 19 for the UNESCO Conference in Paris as a special delegate and communications consultant appointed by President Harry S. Truman. The conference continues through Dec. 10. Well known as an expert on public service and educational radio, Novik has frequently acted as advisor to many organizations and individuals.

A member of the National Assn. of Educational Broadcasters, Novik was formerly director of WNYC, municipal station of New York.
(Radio-Television Daily Nov. 18, 1952)

TEACHERS NOW IN SHOW BIZ: KYSER, JANSEN WARNS Vs. EDUC'L TV LOSSES

Schenectady--Two hundred top educators attended the Television Institute arranged by the Fund for Adult Education (Ford Foundation affiliate) as part of the annual meeting of the Assn. of Colleges and Universities of the State of New York here last week (Nov. 12-13) . After listening to addresses warning "this is the year of decision in educational television," and hearing discussion of the Board of Regents' plan for the establishment of a 10-station network servicing 90% of the state's 14,000,000 people, they voted vigorous support of the project.

This action came at a summary session in Union College Memorial Chapel, where ex-bandleader Kay Kyser, now associated with the University of North Carolina as a TV consultant, impressed his audience with a plea for "showmanship in educational TV."

"Showmanship," the batoner explained, "is nothing but another word for psychology. Every good teacher is right now in show business. So is every good college president every good preacher, every effective executive. They make things interesting."

Urging educators to take positive steps--"get your feet in the water, and don't worry about money"--Kyser closed with a word on the opportunity which educators have, through video, to be the medium for fusing "the knowledge of the few with the understanding of the many."

Commercial Warning

Strong pleas by Dr. Lewis A. Wilson, State Commissioner of Education, and Dr. William Jansen, New York City Superintendent of schools, for favorable consideration of the Regents' unified plan--FCC has issued licenses for six of the stations,requested, two others are being "processed," and engineering data on an additional pair is being revised--were marked by recognition of the fact that, as Dr. Jansen put it, "many, if not all commercial stations, make some time available to educational institutions." Dr. Jansen and Ralph Steetle, executive director, Joint Committee on Educational Television, urged educators to take advantage of these availabilities.

However, Dr. Jansen and other speakers insisted that the channels allocated by FCC to educational television--estimated at 11% of the total-- should not be given to commercial operators--even if non-profit groups are not ready to "take up their claims soon." Declaring "this threat should be opposed to the utmost," Dr. Jansen said the mistakes which the nation made in giving away valuable forest land and water power "should not be made with the air waves...a reasonable number of channels should be reserved in perpetuity for the public and for the better education of the public. Dr. Jansen, incidentally, cautioned against being "carried awy by unjustified claims" for the role of television in education.

Dr. Wilson, who enumerated the "unrivalled" resources of New York State in colleges, public and primary schools, museums, libraries, historical societies and cultural agencies--capable for the production and programming of the proposed 10 stations--said that the proposal called for the state to "build and staff them technically, including the program director," and for local educational-cultural groups to program them.

Estimated cost of construction is $3,000,000. The Legislature must vote the appropriation. Dr. Wilson pointed out that the body would wait the report of the Governor's study commission, which will be filed by Feb. 10, 1953. Four members, including Assembly Speaker Oswald D. Heck, who introduced the resolution establishing the commission, attended the Institute. (Variety November 19, 1952)

OFFICERS AND DIRECTORS

OF THE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

for the 1953 year

President: Mr. Graydon Ausmus
Station WUOA
University of Alabama
University, Alabama

Vice President: Mr. Burton Paulu
Station KUOM
University of Minnesota
Minneapolis, Minn.

Treasurer: Mr. Frank Schooley
Station WILL
University of Illinois
Urbana, Illinois

Secretary: Mr. James Miles
NAEB
119 Gregory Hall
University of Illinois
Urbana, Illinois

DIRECTORS

Region I: Mr. Parker Wheatley
Station WGBH
Lowell Institute Cooperative Broadcasting Council
Symphony Hall
Boston 15, Massachusetts

Region II: Mr. Earl Wynn
Station WUNC
University of North Carolina
Chapel Hill, N. Car.

Region III: Mr. Waldo Abbot
Station WUOM
University of Michigan
Ann Arbor, Michigan

Region IV: Mr. Richard B. Hull
Station WOI
Iowa State College
Ames, Iowa

Region V: Mr. John Dunn
Station WNAD
University of Oklahoma
Norman, Oklahoma

Region VI: Mr. Allen Miller
Station KWSC
State College of Washington
Pullman, Washington

Past President and Member of the Board: Mr. Seymour N. Siegel
Station WNYC
Municipal Broadcasting System
2500 Municipal Building
New York 7, New York

RADIO AND TELEVISION

Institution reporting_____

I. A. Is your institution now involved in any of the following? (Check statement which applies.)

1._____operate some kind of broadcast station but not produce programs primarily for use of other stations?
2._____produce programs for radio or TV but not operate a station of its own?
3._____both operate a station and produce programs specifically for use of other stations?
4._____neither operate a station nor produce programs for use of other stations?

B. Indicate nature of radio or television activity reported here. (If this is a report on a radio station, give call letters of station)_____

_____

C. Why does your institution maintain radio broadcasting and television services? Using numbers "1", "2", etc., rank the reasons below in order of importance.

	Radio	Television
1. To give university students actual experience in radio and television work	_____	_____
2. To publicize the practical value of important research and discoveries	_____	_____
3. To keep the public informed about the value of the university to its supporting community	_____	_____
4. To allow the university to contribute directly and continuously to adult education in its supporting community	_____	_____
5. Others (Name) _____	_____	_____
6. _____	_____	_____

D. How and when did these services originate in your institution? (Explain)_____

Radio: _____

_____

_____

Television: _____

_____

_____

II. A. Are these services carried on by the university extension organization of your institution? _____ What is the title of the person in charge?_____ To whom is he responsible?_____

Who is responsible for the budget?_____,

personnel? _____, physical facilities?_____,

administrative policy?_____, program

responsibility? _____. (Attach whatever organizational chart you have available) Is this operation commercial or non-commercial?_____

B. How has this pattern of administrative relationships changed in the last 30 years?

C. What definite relationships with or responsibilities to other divisions or departments of your institution exist?

D. What policies exist concerning the relationships between your broadcasting services and other educational broadcasters in your state?

commercial broadcasters in your state?

E. Describe any arrangements which may exist for the purpose of conveying professional leadership from the academic staff to the person or persons responsible for program production planning for your broadcasting services.

F. Describe any arrangements which may exist for the purpose of conveying advisory assistance from laymen to the person or persons responsible for program production planning for your broadcasting services.

G. What changes in the organization for bringing academic and lay resources to bear on programming for your broadcasting services have taken place in the last 30 years?

H. Give one or more examples illustrating the actual process by which supervisors of your broadcasting services organize their resources in the planning and production of programs.

I. How has this procedure changed in the past 30 years?

J. What duties are performed within your institution by the director of your broadcasting services, other than to direct this activity? (Indicate extent of his activity on institutional committees.)

K. Describe major changes in such duties over past 30 years.

L. Indicate extent and nature of participation by the director of your broadcasting services in professional, vocational, social, or other community, regional, state, or national organizations.

M. Describe major changes in such participation over past 30 years.

N. What changes in the administrative structure affecting your broadcasting services would you recommend?

III. A. Physical facilities used by your broadcasting services:

Type of Facility	Number	Air-Conditioned (Yes or No)	Dimensions
Offices			
Studios			
Control Rooms			
Work Rooms			
Others (Name)			

What changes have been made in these facilities since broadcasting began in your institution?

_____

_____

_____

B. Using whatever bases your accounting officers find defensible, estimate the value of buildings used by your broadcasting services in comparison with the total value of the buildings of your institution as a whole. (Including all its activities of all kinds)

_____ whole institution dollars

_____ broadcasting services dollars

C. Number of "play-back" equipments available to your broadcasting services.

1. _____ 78 rpm.
2. _____ 33 1/3 rpm.
3. _____ 45 rpm.

D. Number of microphones available.

1. _____ ribbon
2. _____ crystal
3. _____ pressure
4. _____ dynamic
5. _____ (other) _____

E. How many permanently wired remote pick-up points are available in your institution to your broadcasting services? _____

F. Number of available tape recorders.

Make	Speed			
	3.75	7.5	15	30
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

G. Number of available disc recorders.

Make	Speed		
	78	45	33 1/3

H. What equipment do you maintain for services, other than broadcasting or program production, to other parts of your institution or to other institutions? (such as provision of recording service, public address systems, etc.)

What major changes in such services have taken place during the last 30 years?

I. Which wire services, if any, are received by your broadcasting services?

_____ A. P. _____ I. N. S.

_____ U. P. _____ Other _____

What changes have taken place during the last 30 years in the amount and kind of such services received?

J. Which transcription services, if any, are used by your broadcasting services?

K. What changes have taken place during the last 30 years in the number of these services used?

L. Indicate the approximate size and character of phonograph record collections available to your broadcasting services.

Per cent owned by radio service? _____ Per cent owned by library? _____

Per cent owned by other? (Name)

M. What type of emission is this station licensed to use?

N. State the class of service assigned by the FCC to this station. (With whatever qualifications are attached)

O. At what power are you authorized to operate? _____

P. What changes have taken place in the three last named aspects of your station during the past 30 years? _____

_____

_____

Q. State, as to your transmitter, its

1. _____ Make
2. _____ Output power
3. _____ Ownership
4. _____ Location at studios _____ or remote (Check one)
5. _____ Effective radius of its signal at primary standards

R. Towers are made of what type material? (Stainless steel, Truscon, Ideco, etc.) _____

_____

S. State as to your antenna, its

1. _____ Yes _____ No Directional pattern
2. _____ Guyed _____ Self-supporting _____ Total number of towers
3. _____ ft. Height above average terrain
4. _____ If FM, its effective radiated power
5. _____ If AM, whether it has a directional pattern
   a. _____ Yes _____ No Daytime
   b. _____ Yes _____ No Nighttime
6. _____ Adequate, in your opinion, for television usage.

T. What major changes have taken place in the last 30 years in the transmitter and antenna equipment of your station? _____

_____

U. Have you an FM receiver and antenna of quality capable of rebroadcasting signal of another FM station? _____

V. Have you a short-wave receiver and antenna of quality capable of rebroadcasting signal of another short-wave station? _____

W. If the answer to either or both previous questions was "yes", have you ever used it for rebroadcasting FM? _____ Short-wave? _____

X. If the answer to previous question was "yes", explain with what station or stations you worked and the extent of such work, give examples illustrating when and how such rebroadcasts were conducted. (Answer in detail) _____

_____

_____

_____

_____

_____

Y. What changes should, in your opinion, be made in any or all of your broadcasting facilities? Estimate the financial outlay required in each instance. _____

_____

_____

_____

_____

_____

IV. A. Staff

Position and Title (not names of persons)	Number of employees in category (indicate students by "S")	Date when joined staff	Educational background of incumbents (degrees, certificates, licenses)	Experience (in years)	Academic Rank (if any)	Salary for radio station work (yearly, unless indicated otherwise)	Salary from other depts. or divs. of the institution (if any)	Total Salary
Station Manager or Director								
Program Director (Head of entire program dept.)								
Director programs for in-school use (School of the Air)								
Director Adult Education Programs (University of the Air, College of Air)								

Position and Title (not names of persons)	Number of employees in category (indicate students by "S")	Date when joined staff	Educational background of incumbents (degrees, certificates, licenses)	Experience (in years)	Academic Rank (if any)	Salary for radio station work (yearly, unless indicated otherwise)	Salary from other depts. or divs. of the institution (if any)	Total Salary
Director Musical Programs								
News Editor								
Special Events Director								
Farm Program Director								

Position and Title (not names of persons)	Number of employees in category (indicate students by "S")	Date when joined staff	Educational background of incumbents (degrees, certificates, licenses)	Experience (in years)	Academic Rank (if any)	Salary for radio station work (yearly, unless indicated otherwise)	Salary from other depts. or divs. of the institution (if any)	Total Salary
Director Women's Programs								
Script Director								
Other Script Writers								
Continuity Writers								

Position and Title (not names of persons)	Number of employees in category (indicate students by "S")	Date when joined staff	Educational background of incumbents (degrees, certificates, licenses)	Experience (in years)	Academic Rank (if any)	Salary for radio station work (yearly, unless indicated otherwise)	Salary from other depts. or divs. of the institution (if any)	Total Salary
Production Director								
Other Producers								
Traffic Director								
Public Relations Director								

IV. A. Staff

Position and Title (not names of persons)	Number of employees in category (indicate students by "S")	Date when joined staff	Educational background of incumbents (degrees, certificates, licenses)	Experience (in years)	Academic Rank (if any)	Salary for radio station work (yearly, unless indicated otherwise)	Salary from other depts. or divs. of the institution (if any)	Total Salary
Chief Announcer								
Other Announcers								
Graduate Assistants (if not included above)								

B. What changes in the status of the position responsible for administering the broadcasting services of your institution have taken place in the last 30 years?_____

C. What is the policy of your broadcasting services with respect to the "professionalization" of its own personnel? Is its policy to use students on a paid or unpaid basis, part-time basis, radio and TV majors only, etc.?_____

To what extent are full-time staff members permitted to take credit courses?_____

What is the policy toward outside employment of full-time staff?_____

D. How have policies relative to professionalization of personnel changed within the past 30 years?

E. What changes (not in terms of personalities) should, in your opinion, be made in the staff of your broadcasting services?_____

F. What help would you need in order to effect these changes?_____

V. A. As a background for understanding the objectives of your broadcasting services, describe the public your institution serves (indicating their number, location, and other characteristics and their interests you are trying to serve)_____

B. How many hours per month are spent:

1._____ broadcasting to children in school

2._____ broadcasting to farm and rural audiences

3._____ broadcasting to other adult groups (Identify) _____

4._____ _____

5. _____

6. _____

7. _____

8. _____

9. _____ in other service activities (Identify) _____

10. _____

11. _____

12. _____

C. How and when has this public been re-defined **since** the date of original establishment of your broadcasting services? _____

D. How many people live within the primary service areas of the radio station (in the case of program producing centers, the stations) or TV station which carry your institution's programs to the public? (Use 1950 Census data and supply maps if possible.) _____

E. Indicate the major changes in the past 30 years in the numbers of people served by your institution's broadcasting services. (In addition to indication of population changes, mention the audiences served by radio stations which your institution may have operated for a time and then ceased operating.) _____

F. How many listeners (or viewers in the case of TV) to your broadcasting services are there? (Source and date of information. Enclose copy of study if possible.) _____

G. How many of these listeners (or viewers) are students exposed to your services while in school rooms? _____

H. Describe the kinds of audience research which have been conducted by or on behalf of your broadcasting services since they were started and the frequency with which they are performed.

I. Describe any planned but as yet unexecuted audience research.

J. Describe the audience-building promotion done in 1951-52 for your broadcasting services.

VI. A. Summary of budget information for 1951-52 for your broadcasting services:

1. Total salaries chargeable against radio and TV, exclusive of items 2 and 3 below. Radio ..... TV ..... Total $
2. Payroll for miscellaneous program help ..... $
3. Payroll for miscellaneous engineering help ..... $
4. Total of salaries and miscellaneous help payrolls ..... $
5. Allotment for supplies and miscellaneous expense ..... $
6. Total budget (total of preceding items) ..... $
7. Salaries of personnel listed in other budgets, and used for radio activities ..... $
8. Capital outlay for radio and TV during 1951-52 ..... $
9. Participation in general budget for expenses other than personnel and capital outlays, such as travel expense, etc. ..... $
10. Total expenditures by your institution for radio and TV ..... $

B. Estimates of line 10 above for:

1946-47 ..... $
1941-42 ..... $
1936-37 ..... $
1931-32 ..... $
1926-27 ..... $
1921-22 ..... $

C. Total budget for whole institution for:

1951-52 ..... $
1946-47 ..... $
1941-42 ..... $
1936-37 ..... $
1931-32 ..... $
1926-27 ..... $
1921-22 ..... $

D. Estimate in dollars for 1951-52 all income received from sources outside your institution in return for services provided.

1._____Money 3._____Equipment

2._____Supplies 4._____Personal Services

Describe the nature and sources of such consideration received. _____

E. In your opinion are the above-described financing arrangements satisfactory and desirable? _____ If not, indicate what changes you believe should be made._____

F. To what extent have special funds, grants or other extraordinary means of support or stimulation contributed to the growth of this program? (Explain in detail)_____

VII. A. If this activity is a radio or TV station, attach a copy of the program logs for this station for the individual days making up the FCC "Composite week" for your 1951 annual report to that agency (filed in March, 1952). If your station was not on the air for the full period covered by the composite week, supply program logs for the first week of February 1952 coding with symbols which stand for program classifications according to Appendix A attached. Also code on the logs the symbols which stand for the correct sources of the programs indicating the frequency with which each program appears on your service over a year's time.

B. If the composite week does not fully represent your educational programming at its best, supply also copies of your program logs for one calendar week which in the judgment of your station supervisors best exemplifies your educational policy, during your calendar year of 1951-52. Code these copies as requested in VII A. above.

C. State the number of hours per day and per week you were on the air, on the average in 1951-52:

1._____hours per day.

2._____hours per week.

D. If your operating schedule varies during the year, explain when and how: (including seasonal or periodic shut-downs)_____

E. How would the answers to the two preceding questions have been significantly different within the past 30 years?

F. List the subject matter or professional areas, in which work is conducted by your institution, which are **regularly** represented by programs produced by your broadcasting services.

G. If regular programs are produced by university agencies other than your own, indicate extent, nature and location of control of such activity.

H. What major changes have taken place in this practice over the past 30 years?

I. List the subject matter or professional areas, in which work is conducted by your institution, which are seldom if ever represented by programs produced by your broadcasting services. (with reasons for this fact):

J. What major changes have taken place in this practice over the past 30 years?

K. What is your present policy on handling religious program topics? (Attach statement if you you have one already prepared.)

L. How has this policy changed in the past 30 years?

M. What is your present policy on handling appearances by candidates for public office and other controversial issues at the local, the national, and the international level? (Attach statement if you have one.)

N. How has this policy changed in the past 30 years?

O. Do you have any programs specifically designed to be used in schools?_____. If "yes", where in your institution or outside of it does responsibility lie for planning and supervising such programs?

P. How has this policy changed in the past 30 years?

Q. Describe fully the nature of such school-use programs.

R. What is the nature and extent of participation by outside organizations in program production for your broadcasting services during your calendar year of 1951-52? (e.g. PTA, AAUW, etc.)

S. What have been the major changes in this type of participation in program production in the past 30 years?

T. What limits does your institution or station place on the kinds or numbers of outside organizations which are permitted access to your microphones? What organizations or kinds of organizations would be denied access?

U. What have been the major changes in these limits during the past 30 years?

Y. Where outside organizations are permitted to produce programs, what is your policy toward submitted scripts for review, auditioning of participants, etc.?

W. What changes in these practices have occurred in the past 30 years?

X. In relation to programming and outside groups, what changes do you believe need to be made in your broadcasting services?

VIII. A. Describe the methods you have found to be most successful in working with unpaid assistants.

(If this questionnaire is being used by a program producing center, answers to the following questions will relate to such center's program production; if being used by a station, answers to the following questions will relate to programs supplied to other stations either simultaneously with local broadcast or via recordings.)

B. (See table on next page)

C. Describe your methods of distributing programs provided to other stations indicating the per cent delivered by wire line, tape, discs, off-the-air rebroadcasts, etc.

D. What was the estimated size of the audience reached by the programs broadcast by each of the stations referred to in the previous question?

E. Describe fully the promotional efforts given to your programs by the stations to whom you supplied programs, and attach exhibits if possible. (Additional space for your answer on page 20)

VIII. B. Programs Provided to Stations Other Than Stations Operated by This Institution, 1951-52

Program Class (See Appendix A for instructions)	Programs Produced		Programs Broadcast by (other) stations	
	Number (1)	Total length (minutes) (2)	Number of stations carrying (3)	Total length of transmitter time (minutes) (4)
Music (total)				
Dance, popular and hillbilly				
Light				
Serious				
Ballads and folk				
Religious				
Informational (general)				
News reports				
News analysis and commentary				
Public issues				
Public events				
Sports events and news				
Farm				
Drama				
Religion				
Homemaking				
Children's				
Public Institutional				
Other				
TOTAL				

NOTE: If you supplied programs to the NAEB Tape Network during this period, include them in columns (1) and (2), but not in (3) and (4), and indicate here the titles of such programs:

F. Describe efforts made by your organization to promote your programs, attaching exhibits if possible.

G. Many factors affect the success of a program producing organization which works through other stations. Some of these are appropriateness of the time when programs are broadcast, stability of time assignments over the months and years, etc. Evaluate your program production operations in the light of such factors.

H. If you have a program producing service, describe its history indicating when it began, and what major changes have been made in it during the last 30 years.

I. If in your institution there is both a program producing center and a station, state fully the nature of the relationship existing between them.

J. How much joint use is made of the same facilities and how much segregated used?

K. What is the policy of your station with respect to using programs produced by your producing center? How extensive use is made of them?

L. What methods do you use for keeping in touch with your listeners?_____

M. Do your listeners (and viewers) have any way of taking part in your year to year planning for changes and additions? (Explain)_____

IX. A. Does your institution have a campus wired radio station (sometimes known as wired wireless)? _____. If answer is "yes", how is it organized in relation to the institution?_____

B. What is its daily and weekly operating schedule? _____

C. What is its budget for 1951-52?_____

X. Evaluate the effectiveness of your station, program production activities, and educational broadcasting in general. What recommendations would you make for each? What significant developments or trends do you expect within the next 5 years?_____

XI. If at your institution there have ever been made any studies of the questions considered in this section of this report, list here their author, title and date and attach a copy. (If not printed, send manuscript.) _____

APPENDIX A

Instructions for 1951
Program Log Study

1. Program Classification. Please write opposite each program segment on your program log the symbol given in the right-hand column for the appropriate class of program.

Class of Program	Symbol
Music	
Dance, popular, and hillbilly	A
Light ("dinner" music, light)	B
Serious (the permanent music of the concert hall)	C
Ballads and folk	D
Religious	E
Informational (general). Include all programs primarily of an informational nature. Include in this category talks on history, mental hygiene, safety, weather, and all programs designed for classroom use. Exclude programs which are primarily music, or dramatic in nature, as well as talks specifically on public issues, religion, farm matters, homemaking or children's programs.	F
News. All news except Farm, Religious and Sports News	G
News Analysis and Commentary	H
Public Issues. Programs on topics locally regarded as controversial or debatable regardless of form, e.g., include talks, forums, discussions, dramatic actuality and documentary shows.	I
Public Events. Public ceremonies, assemblies, parades, sessions of official bodies, etc.	J
Sports. Sporting events and sports news.	K
Farm. Include talks on farm problems, agricultural research and advice, market and crop information. Exclude homemaking problems.	L
Drama. Drama for drama's sake.	M
Religion. Include church and lay broadcasts on religious subjects exclusive of religious music programs.	N
Homemaking. Include programs aimed at women, addressed to their interests as housewives. Include here programs on child guidance, children's problems, parent-child relations.	O
Children's. Include programs directed to children. Exclude child guidance programs, and broadcasts for use in schools.	P
Public Institutional. Include promotional and recruiting programs concerning such institutions as the Army, Navy, Red Cross, YMCA, Cancer Fund, etc.	Q
Other. (Please write a few words of description opposite such programs on the program log.)	R

2. **Sources of Programs.** Write opposite each program segment on your program log the symbol representing the source of the program. Where the program is a blend of sources (i.e. a record show built around a story written and produced locally), classify the program according to where you consider its "center of gravity" to lie.

Source of Program	
Local live programs (either simultaneous or delayed)	V
Instantaneous rebroadcast (other than commercial network)	W
Recorded or Transcribed Library	X
Wire Service	Y
Network (either simultaneous or delayed)	Z

3. Frequency of broadcast. Indicate on the program log for each program a number representing the frequency with which the particular program appeared on your log over a 12 month period.

4. Please remember to write three symbols opposite each entry in your program log. First, the class-of-program symbol; second, the source of program symbol; and third, the frequency number.

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

February 23, 1953

Mr. Graydon Ausmus
President, NAEB
Station WUOA-FM
University of Alabama
University, Alabama

Dear Graydon:

The NAEB-NUEA questionnaire is with the typist. I promise Television Committee results by the Columbus meeting. Right now I'm planning two conferences, one with my right and one with my left hand. See you Wednesday night in Montgomery.

Best wishes,

Earl

Earl Wynn

W b
cc Miles
Schooley
Paulu

NATIONAL STUDY OF UNIVERSITY EXTENSION

P.O. Box 2787

University, Alabama

March 26, 1953

Mr. Dallas Smythe
419 David Kinley Hall
University of Illinois
Urbana, Illinois

Dear Dallas:

Your letter of March 21 is very much appreciated.

Let's not write any more letters and please don't be discouraged because you have not yet received the material from Ausmus, Schooley, McCarty, and Wynn. I talked with Graydon a few days ago and it is his opinion, which I share, that these four reports, together with what you already have, will make a representative sampling of the NUEA group. I am not prepared to advise you with respect to the remainder of your NAEB group.

Graydon has not been very well and he has taken on more than he can do over the past few weeks. I am sure you will have his material right away, if you don't have it already. I am sending him a copy of this letter to remind him to get in touch with Schooley, Wynn, and McCarty without further delay.

I'm coming by to see you at Urbana some time after April 15. At that time I hope you and Barcus can give me a little briefing on what you have found out from the NUEA material you have digested by that time.

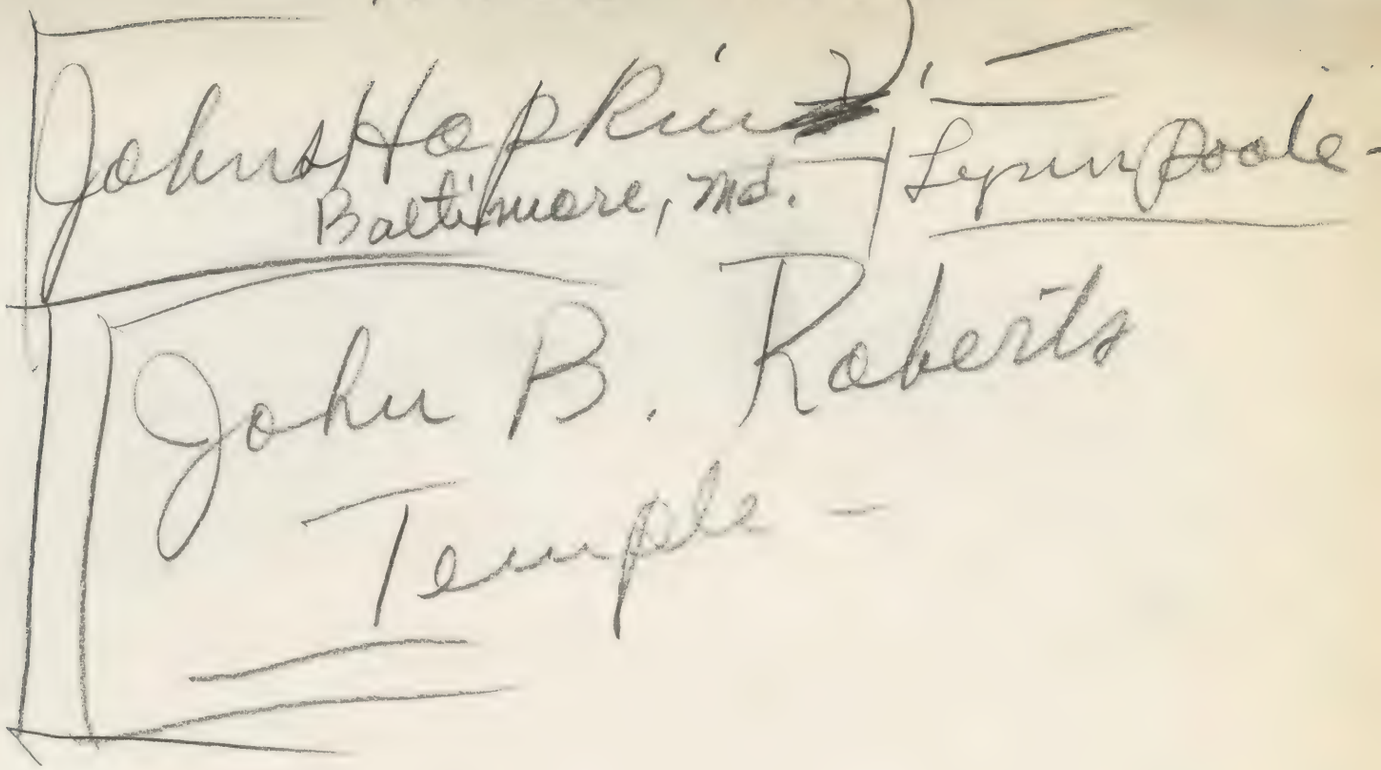
Regards and best wishes,

J. R. Morton

Hope to see you soon after April 1,
JRM

JRM:mp
c.c: Graydon Ausmus

ΝΑΕΒ-ΝΑΕΑ-


Johns Hopkins
Baltimore, Md.
Lynn Poole
John B. Roberts
Temple

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•

DIRECTOR OF STUDIES
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Minneapolis, Minnesota

PRESIDENT
SEYMOUR N. SIEGEL
WNYC, Municipal Broadcasting System
2500 Municipal Building
New York 7, N. Y.

6/30/53

Dear Frank:

We're nearing the end of the staff work on the text of the 3rd NY TV study. It should be in the hands of the appropriate persons some time next week.

Enclosed is a hard-earned bill from Barcus. I've really been getting a lot of good work out of him. Please pay it as soon as you can.

The UNIV PRESS art people were to send you the draft of the cover design for this report which I liked. If you don't have it by this time, better check up on them.

Dallas

For y Studies

Box 2002
University, Alabama

OCT 19 8 37 AM 1953

October 12, 1953

Dr. Dallas Smythe
David Kinley Hall
University of Illinois
Urbana, Illinois

Dear Dallas:

Since my previous note concerning the Oklahoma trip I have received statements from eight members of the Board, which leaves only one not heard from, excluding Si, who is in Europe. All eight who have replied are of the opinion that we should eliminate the position of Director of Studies and put the responsibility for research back on the same basis as other activities of the organization. This, of course, answers the question of transportation to Oklahoma or other meetings.

As I indicated to you in my previous note, this does not restrict your usefulness to the organization but puts you on a completely free-lance basis. I am sure our Research Committee will be calling on you for special projects and I sincerely hope you will continue to contribute to the organization as you have in the past.

I should like to express to you my most genuine appreciation for your outstanding contributions to the organization during the several years you have served as our Director of Studies.

Most sincerely yours,

Graydon Ausmus
President

GA/sbr

(FOR NAEB MEMBERS ONLY)

SALARY SCALES

OF

SIX EDUCATIONAL TELEVISION STATIONS

Television Operations Committee
Report No. 2

Compiled by
Ed Wegener

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The National Association of Educational Broadcasters

14 Gregory Hall
Urbana, Illinois
October, 1953

	A	B (1)	C (5)(6)	D	E (9)(10)	F (11)
Administrative and Managerial:						
Director		$9,000		$6,500	$ 8,000-11,000	$7,000+
Secretarial	$2,500-4,000	2,600-3,200		2,604 (8)		2,700-3,800
Business Manager	4,000-5,000	7,000				
Research Director			$5,000-6,000			
Publicity Director		5,000				
Traffic Manager		4,500				
Programming:						
Program Director	6,000-9,000		6,000-7,000			(12)
Production Supervisor		6,000	4,000-5,000			6,300-7,000
Script Supervisor	5,000-7,000	3,200-4,160			3,840-4,620	

	A	B	C	D	E	F
Producer-Director	$5,000-7,000	$5,900			$4,560-5,340 (16)	
Asst. Director and Associate Producer	1.50-2.00 (14)	3,133 (14)				$3,700-4,200
Floor Manager		Non-Paid Students		$1,250 (7)	4,140-4,920	
Chief Announcer					3,840-4,620	
Studio Supervisor					3,840-4,620	
Art Supervisor	5,000-7,000	6,000			4,500-5,340	5,000
Production Assistant	1.25-1.50 (14)	Non-Paid Students				
Film Editor		3,200-4,650			4,560-5,340	5,000
Film Librarian		1,500-3,200				
Writer	5,000-7,000 (15)					3,700-4,200

	A	B	C	D	E	F
Announcer		$3,640-4,618				
Artist	(14) $1.50-2.00	2,600-3,500				
Film Assistant	(14) 1.25-1.50					
Composer	(14) 1.50-2.00					
Musician	(14) 1.25-1.50					
Technical:						
Chief Engineer	8,000-10,000	8,000		$4,800	$5,400-6,600	
Studio Technical Supervisor	5,000-7,000	5,200-7,250			4,980-6,120	
Transmitter Supervisor	5,000-7,000					
Engineer (General)	(15) 4,000-7,000		$4,000-5,000	3,720		$4,600-6,000

	A	B	C	D	E	F
Transmitter Engineer		$3,650-6,175			$4,560-5,340	
Audio Engineer		(3) 4,150-6,175		Paid Students	4,140-4,920	
Video Engineer		Non-Paid Students		Paid Students	4,560-5,340	
Recordings Engineer					4,560-5,340	
Film Supervisor	$5,000-7,000	6,175				
Cinemagrapher-Processor		4,000-8,250				
Editor Processor		6,175-8,250				
Cameramen		(3) 3,667 6,175		$3,540-4,320		(13)
Photographer	5,000-7,000					

	A	B	C	D	E	F
Lighting Supervisor					$3,840- 4,620	
Projectionist		$4,200- 6,175			3,120- 3,660	
Electrician		2,600- 6,175				
Maintenance		6,175				
Carpenter		3,500- 6,200		$2,400		
Stage Hand		(2) 6,175				
News, Sports, etc.:						
News Director		6,000- 6,500			4,980- 6,120	$5,000
Newsman (Reporter)		4,500- 5,200				
Newsman (Writer)		3,500- 5,000				

	A	B	C	D	E	F
Sports Director					$4,980-6,120	
Farm Director					4,980-6,120	
Women's Director					4,980-6,120	

Footnotes

1) For Station B, where two salary figures are shown for a position, this does not represent an actual salary range; rather the smaller figure is based on the assumption of non-union employees (occasionally part time), while the larger is the salary that would have to be paid if it is necessary to hire union employees for those positions. This does not apply to "secretarial." In this case the two figures represent the salary range of the various secretaries.

2) If non-union, this work will be done by non-paid student help.

3) Also some non-paid student help.

4) Also non-paid student assistant directors.

5) Entire staff, except for maintenance engineers, also teaches. Teaching load always at least two full-time courses, usually more.

6) All jobs, other than those indicated as having a salary range, are handled by graduate students.

7) $1250 is paid to each of two graduate assistants for half-time on a 10-month basis. They are floor managers during production periods and are charged with additional responsibilities in supervision of students in lab, preparation of graphic materials.

8) Also functions as traffic manager for the time being.

9) Department heads, such as research, operations, program, production, etc. have academic rank and can range from instructor to professor with a resultant wide salary range of $3600 - 11,000.

10) Student help used in supplementing the studio production crews and on part-time assignment in programming for writing and announcing. Qualified students supplement regular cameramen and projectionists, and occasionally audio engineers if necessary. The largest use of students is in studio production; such as props, scenery, writers, dolly pushers, director's assistants, etc. Student rate is 80¢ per hour except where specialized training and abilities are needed in which case hourly rate can range up to $1.50.

11) All professional members of the staff also teach.

12) Do not have a Program Director.

13) Do not use professional cameramen.

14) Hourly rate for part-time student help.

15) Also use students at an hourly rate of $1.50-2.00.

16) Actually Writer-Directors

INSTITUTE OF COMMUNICATIONS RESEARCH
THE UNIVERSITY OF ILLINOIS + URBANA

October 16, 1953

Mr. Graydon Ausmus
President
NAEB
Box 2002
University, Alabama

Dear Graydon:

I have prepared a draft press release to be issued when the third New York TV report is released, which I am informed by Dr. Skornia is likely to be almost any time now. Your criticism on it is invited.

I venture to propose this release because the FAE has always seemed to feel that adequate publicity is one of the weak features of NAEB use of the monitoring studies, and because when the New Haven TV report was issued some press release by the Executive Director to my knowledge not much if any press attention was paid to it.

I am sending copies of this draft to all Board members with the suggestion that criticisms which they desire to have effected in the draft should be sent into this office not later than October 23 since something in the way of a press release should be ready by about that time -- that is if one is to be used at all.

Sincerely,

Dallas W. Smythe

Dallas W. Smythe
Research Professor

DWS:bds
B.D.S.

Schooley

EDUCATIONAL BROADCASTERS AS SOCIAL SCIENTISTS

Harold Lasswell
Professor of Political Science
and
Consultant to the NAEB Adult Education Committee
Yale University

This, given at 9:00 a.m. Saturday, November 3,
is one in a series of speeches given at the NAEB Annual Convention
held at Biloxi, Mississippi, November 2-5, 1951

Mr. Chairman, Ladies and Gentlemen: After these various remarks I think I should remind you that what I feel I most resemble at the present moment is one of those lettercarriers, who, regardless of the weather, arrives at his destination, and I imagine that all of us have a good deal of the same feeling if we've had similar experience battling airplanes the last few hours.

What I welcome about this occasion is this: I want to take this as an opportunity to clarify a few alternatives which I would like to see you seriously consider. I'm not just making this another one of those speeches, you know, that people who are in academic life are supposed to get rid of every once in a while. I would like this speech to have certain peculiar characteristics. Namely, I should like it to be a contribution to action on the part of the people present. And I'm present, too! I'm one of the people I'm talking to. Some of the things I'm going to say I shall be very curious to hear what they sound like, because, in some instances, I have not, as a matter of fact, discussed them in any public place. So it will be a pleasure to have a chance to hear some of the things that I and some of the others present will say when the time is open.

Now the problem which I am going to talk about is cryptically concealed under this mysterious title. What I'm actually going to discuss will, I think, be quite obvious by the time I have gone on for a few minutes. What I'm concerned about is a problem that is certainly old stuff to anybody who's been in the educational broadcasting business or has had any responsibility for any kind of adult education program, or any sort of public service activities in connection with any institution, educational or non-educational in the United States or elsewhere. This is the problem that all of us, I suppose, are more keenly alive to now than we were just a few years ago: how to capture the gadgets of modern society for the service of our basic moral and political ideals.

By this time, it's no news when people talk about modern civilization as inhabited by chauffeurs, as people whose mentality is that of steersmen of machines that they don't know how to construct, that they didn't design, that they didn't participate in making. In a sense, this is a world of chauffeurs living among an abundance of gadgets, learning how to push buttons and how to handle wheels and other control instruments. The famous communications revolution of which those of us who are connected with communications in any form are acutely conscious -- this famous communications revolution has given to millions of people another set of gadgets on an unparalleled scale, gadgets that permit them to listen and look at other people and gadgets that permit other people to do odd things to them. And under these circumstances, the problem becomes more obvious and more pressing than ever. What are we going to do about these gadgets? How can we effectively master them so that they can contribute to some result that's worth getting?

We're more serious about that, I suppose, in the United States now, than we've been at any time since toward the end of the 18th century when we were busy seceding from the British Empire and when we were busy undertaking to set up a more perfect Union of our own. In those days, when you read the correspondence of the Fathers, you discover that the problems which we're now talking about were matters about which they were corresponding with one another. You can't pick up the correspondence of Madison without being particularly impressed by the brilliance of what he had to say. His interplay with Jefferson and with the other leaders, is something which was freshly brought to your attention yesterday.

I think that today we are in a position to ask ourselves the same kinds of earnest questions that were asked at the end of the 18th century. Today we have the problem of a more perfect Union. There's nothing left to secede from except the globe as a whole, and nobody yet knows just how to get away from it. Consequently, the problem now is not one of secession to be followed by the putting of

the seceded parts together. Our problem in the 20th century is the how to bind men together for the achievement of positive moral and social values. The communications problem with which we are particularly concerned is but part of the bigger issue of how we handle the gadgets for all important values. Are we satisfied with our achievements up to date? Certainly no one in this room, I'm sure, would feel complacent about the way we have handled these extraordinary new instruments of communication. None of us would feel that the results which we have so far obtained are sufficiently impressive to let any of us congratulate ourselves.

What is the major discrepancy between where we would like to get and where we are now? I suppose the major discrepancy is not quantitative. It's no longer what it seemed to be at various times in the past of America when the problems seemed to be to make postal service available to people who were way out in the countryside on the frontiers. It's no longer a quantitative problem of building up a basic network for the dissemination of ideas. Today, we have a Niagara of communications coursing through the existing network of the radio, the printed press, and the rest of the channels. With this Niagara of symbols the problems are qualitative. The qualitative problem is this: how can we get into the stream of communication the materials that contribute to the basic purposes that we have in view?

I'm not going to spend time expanding what I mean by these basic purposes. The reason that I'm not going to spend much time is because all of us share American culture. In class terms, a good many of us belong to that ancient and honorable group known as the "middle classes." We also belong to the rather ancient, but not always so honorable group known as the "professional symbol-slingers!" This is true whether we get our living as teachers, or lecturers, or secular preachers, or reporters, so on through the list. We have these skills in common. We can at least select from among other people's communications those which we expedite. Some of us are basically "expediters of communication," which itself nowadays is a rather complicated skill.

So it's not necessary for me to spend much time here saying what I mean by the basic goal values that we share. We would differ, I suppose, in the words that we would employ to describe what we mean by human dignity. But I think that we would find that when we matched our labels that the words would turn out to be equivalent. I will take it for granted that we share the basic conception that we want the sort of society in America, and as widely as possible throughout the globe, which realizes human dignity in theory and in practice. And human dignity means that we realize a state of affairs in which there is very wide sharing of the basic values. For instance, a very wide sharing of the decision-making process: that's democracy in the political sense. A very wide sharing of the benefits of the enormous production potentials of modern society: that's economic democracy in the material sense.

We also believe, I think, in wide sharing of respect in the sense of abolishing discriminations. I think too, that we believe in the wide sharing of well-being in the sense of physical and mental health. I believe, too, that we are in favor of wide sharing of enlightenment, which includes access to the stream of fact and interpretation on the basis of which it is possible to arrive at intelligent judgments on public policy. I think too, that we are in substantial agreement that we are for the sharing of moral values rectitude. That is, we believe that everyone should have a sense of responsibility for so adjusting his conduct that it implements human dignity.

I think too, that we would want shared opportunities for congenial and productive interpersonal relationships with people at home and at the work place (and so on through the everyday associations of living). When we spell out our conception of human dignity we're talking about a set of human relationships that fits these

conceptions. The contrast obviously is a community in which values are concentrated in a few hands primarily on the basis of birth.

Well, as I said, I'm not going to spend time this morning outlining in detail our concrete conceptions of human dignity, because most of us will come out at about the same place. Where the problem arises is when we confront our ideal conceptions of human dignity with the existing state of facts. Consider the value closest to us here, namely, enlightenment. Our great communication system has not contributed nearly as much as it can or as it needs to contribute to public enlightenment. It's not necessary among a group of specialists to review the facts as to the discrepancy between what is wanted and what we have.

There have been a great many disciplined inquiries which have pointed out the discrepancy between what we want and what we've got. You can't interview, by any of the existing methods, an upper middle or lower class audience without being struck by the absence of elementary knowledge about the issues confronting us in public life. This means that a great many people don't know why Eisenhower is in Europe. It means that a great many people don't know what inflation is. It means that a great many people cannot connect the word "inflation" with what they themselves are doing when they spend or do not spend their paychecks. It means, too, that people do not understand and can't give a reasonable description of what productivity is. And unless you have a common conception of such a fundamental notion as productivity in talking about our economic process, you're scarcely in any position to think or talk intelligently about the difference between modern American industrial capitalism and what it was 50 years ago, or to make clear the vast contrasts between American industrial life and the older industrial patterns now found in the British Isles or in France, for example.

Turn in almost any direction and you will find that a sample audience will be unequipped with the thought-tools and the talk-tools to comprehend the fundamentals of our modern system of production. So on through the list of social processes.

How can we possibly be complacent in a situation in which these vast networks labor and bring forth mice? Our problem is how to bring the whole of communication into closer harmony with the purposes which we have in view. All right, if this is the broad diagnosis of the problem, where do we go from here?

There have for years past been ringing addresses on occasions similar to this in which people have allowed themselves, perhaps even eloquently to dilate upon the obvious. I have dilated upon the obvious without benefit of eloquence and for the sake of a running start in the direction of proposing some alternative solutions. I am not among those who believe that the problem is hopeless of solution. On the contrary, it strikes me that we are in a remarkably favorable position to make positive advances in the next few months and years in the direction indicated. There is a terrific gap between existing intentions and performances, a gap which I suggest can be overcome to a very considerable extent. Let me now begin to be more specific about indicating what is involved.

First of all, what do I need in my business as a citizen of this country? I need a concise, reliable presentation of what public officials are up to, and at the present time it is very difficult to get a concise, vivid, reliable presentation of what's going on in Washington, or of what's going on in several other major capitols of the globe even when they are accessible to us. Just think of what the situation was like when the Senate and the House were sitting. If you tried to ask yourself, "Now what's been going on here this last week in these hearings and the floor debates; what's the significance of these hearings before the Federal Communications Commission or the ICC?" So on through the list of the major federal agencies in Washington, you'd find that there was no easy place to turn to get the sort of guidance that you

would like to have. To some extent you could turn to the national interpreters, the commentators on the news. To some extent you could rely on straight news reports and to the re-processed reports in Time, Newsweek and the rest. But if you ask yourself what you would like most to know about Washington, I think that you would decide that there was a big discrepancy between what was easily at hand and what you want.

Concretely, I would like to see regularly available, a summary of the debate in the Senate and in the House which would be recorded and edited from the recordings. And I would like the editing job to be done by someone in whose integrity and prominence I had some trust. I should like also to have this semi-documentary supplemented by material selected from the most dependable sources which clarify the major issues which are being talked about.

Well, this is indeed a very modest request. The pattern of doing this is no news to anybody in this room, because I'm sure plenty of times you've confronted the problem of selective reporting of state legislative debates, or municipal councils, or similar organized groups. But at the national level somehow everybody seems to be doing this reporting -- semi-documentary and analytic in character -- and nobody seems to be doing it. It's one of those obvious things that has slipped by largely because everybody is so busy working at routine tasks that no one builds up this semi-documentary report on the Supreme Court, on the Senate, on the House, or on the major administrative agencies in the national capitol. This problem, I suspect, still requires a more satisfactory solution.

And this is not all. Anybody who is at all alive to the realities of American life knows that many of the most important decisions in America are not made in Washington. But Washington very often registers decisions which are made elsewhere. Where are the other places where the decisions are made and which might be reported in some regular way?

Well, what do you think of in this connection? Do you not think of all the great national pressure group organizations? Your estimate of how many there are depends on, as usual, on your definitions, but most studies of national pressure organizations say that there are about a thousand pressure groups of national scope with executive secretaries in Washington or New York. Most of these thousand pressure groups in this country have a formal organization of some sort. They speak in the name of memberships, and in some cases the memberships have something to do with what the pressure group representative says. In many instances, the executive in Washington or New York has a continuing board of trustees -- two or three of whom may really be interested in what is going on -- and also has an annual meeting of some sort in which his problem is to get an organization-wide endorsement of the policies he's decided that the organization should adopt.

Now this sounds as though "the pressure group guys" dictated to the membership and there's a great deal of truth in that. However, in the case of many of these organizations, the word "dictation" doesn't apply. The process is far more subtle. What often happens is that the executives figure out what policies make sense within the articulate purposes of the organization, what line of proposed legislative or administrative, formal or informal action should be endorsed at the convention, and the conveners consider these matters. They often upset the "plan".

It seems to me that we need a reporting system in this country which covers all the major pressure group conventions with the same care and intelligence that is needed to cover the Washington agencies. We need this for the major Union organizations, for the major professional organizations -- Teachers, Bar, Medicine. We need it for the principal agricultural outfits, and so on through the list of principal

organizations which are part of the enormously complex consent-developing process in American political life.

We need to know that there's a source we can turn to that concisely selects material of documentary importance and adds the kinds of clarification which I have briefly referred to.

The pressure groups are by no means the only organizations that need to be gathered into this perfected network of citizen's intelligence. We need to bring into the public eye organizations which often meet and usually make significant decisions out of sight of the community at large. I'm referring to the stockholders' meetings of the major corporations. It is the custom, nowdays, to pooh-pooh stockholders' meetings. The reason is that experience shows how often stockholders' meetings are rubber stamp operations for a tightly-held family ownership or a small managerial group. So the stockholders' meeting is largely a ritualistic hocus-pocus by which these minority groups, by going through the proper ceremonial, protect their decision-making power.

We do know that important decisions affecting employment, levels of investment and saving, for example, are made by giant corporations. As clarifiers of the public we have been singularly slow in working out procedures by which these organizations are brought into the common democratic process. The first step in democratic process is publicity. We need to focus the spotlight of interest on what these outfits are doing.

This means that it would be appropriate to arrange for the selective broadcasting, for instance, of the stockholders' meeting of U. S. Steel, of the major automobile companies--in short, of the large employers of labor and other facilities. I think that you can forsee that such selective broadcasting will cause the specialized public relations boys in each of these organizations to figure out the most congenial way to rig the stockholders' proceedings so that the selective broadcasts will put the management in the most favorable light. And there's nothing new about that. It's precisely what happens now. What is new is the process of reminding people of who some of the big names are who are responsible for policy, or at least who are some of the leading stooges of the big names. Lead Americans to ask more questions. Create a sense of familiarity with the names of organizations and persons. Eventually you construct a sentimental umbrella under which more relevant stuff can come.

This is the process by which democracy developed (in England, for example). It's a process in which centralized decision-making has first been looked at and talked about. Then the rulers get more self-conscious of their decision-making role, and more people become factors who need to be taken into account. In this way you develop an effective sharing of power. The man who controls the reporting processes is the man who's making the first fundamental step in a democratizing process.

Now this may not be successful because leaders may get afraid of democracy and proceed to establish a dictatorial setup in which they can keep themselves from scrutiny. But in this country we have a great deal of experience in the discouraging of dictatorial tendencies on the part of various self-selected Messiahs -- industrial or otherwise. And I suspect that the processes we're talking about will stimulate a more vigorous and sensible understanding of what the rich and varied decision-making process is in a vast, modern, industrialized society, so that even our conceptions of democracy will have a closer connection with the facts of our own day, rather than the verbalisms of a century back.

One important problem then is to select the pressure groups, corporations, or trade Unions. We ought to include many gatherings of the ecclesiastical sort. In the name of religion, many people make recommendations on moral and political questions, which brings them within the area of public comment and reporting.

There's a second important function which can be perfected. I have in mind the reporting of the results of scientific and scholarly investigation. These results are not necessarily dated in the same sense that January's debates in the Senate are dated. As things stand today we have an astonishing amount of relevant information developed by the several social psychological sciences -- information which is not intelligibly and vividly made clear to the community. As I shall indicate in a minute, many of these results bear directly on great questions of public policy. Let me begin by citing a few instances of technical stuff that's at hand.

First, take inflation. There have been some extremely important investigations of the factors affecting inflation. For instance, Woodleaf Thomas, in the current number of the American Economic Review writes a long review of a book on the history of financial policy in World War II. The book was written by Morgan, a key man in the Treasury in the last war, and Thomas, writing from the standpoint of the Federal Reserve Board, looks at the record from a non-treasury point of view. The most important thing in this review is that it makes very clear the principal questions that need to be settled in financing a major war effort with a minimum of immediate or eventual disruption of living standards. It is quite possible to translate this material in ways that your old Aunt Emma can understand it. Communications experts are experts on Aunt Emma's mentality, aren't they? As expert intermediaries between Aunt Emma's nephew Ph.D. and Aunt Emma their problem is to get in touch with the nephew as well as with Aunt Emma. Part of the problem is to locate the horse's mouth. (Somebody has remarked that metaphors are dangerous, so we won't take this one any farther.)

We need to set up a reporting and analyzing process by which the vast amount of big time research that's being done on important relationships is made comprehensible. It's encouraging to remember that if the stuff were not so simple, there wouldn't be so many economists.

One source of advice are the editors of the principal economic journals, and the committees of the American Economic Association. They can point out the experts, and they actually do want to reach the people at large.

Besides the vast amount of material made available by economists, there is the specialized output of political scientists. That's the academic label that I originally bore, and which I still bear in some circles; and as a political scientist, I am able to report to you that there are some things that some political scientists know of some use to somebody else. For example, a team of political scientists and historians can present important case reports on past situations in which the world was bipolarized. There have been bipolar systems in the past in which two great powers were dominant -- in Egypt, in China, and in some other places. One task of the kind of reporting that I'm advocating is to find cases from the past experience of mankind that are most useful in clarifying our present perplexities. This is the principle: Select the nearest parallels, not with the idea that one slavishly reads into the future what has been reported of the past, but rather that one alerts oneself to recognize novelties. After all, one function of science is to sensitize us to what is new. You can turn to members of the American Political Science Association and to the American Historical Association for help in choosing useful parallels.

Again, there are a good many things the sociologists know that should not be kept secret from the general public. I refer to facts about social class, for instance, about which there has recently been a growing amount of comment. What is the significance of the class structure of society? What are the important questions, definitions and tentative findings? What is the significance of class for educational and political policy in a country that aspires toward democracy? How do you keep the classes from becoming castes? And how do you break up castes with a minimum of social cost?

Well, these are the kinds of questions that the better scholars are able to throw some light on. Also the political scientists and sociologists are very much concerned with analyzing the conditions under which you get a larger unity, or in which an established unity breaks down. Since nowadays we are interested in developing a wider unity to include the free world and hopefully, at some future date, the entire globe it is important to understand unity.

Actually we could go through the list of specialized scholars whose organizations belong to the Social Science Research Council and the American Council of Learned Societies. The National Headquarters of these groups of course are staffed by scholars very interested in problems of the kind we're talking about.

What I've been saying on the national level plainly applies in local and regional areas. It is my impression that there are many places over this country where what I've been talking about is realized, in large measure at least. In some areas some broadcasting programs do take as their major responsibility the reporting of advances in the scholarly world that bear on the public issues. What I'm thinking about is that these examples on a local scale have not yet been developed into a vast national process.

What might be done along this line? I would like to suggest this: I believe that we've had enough experimenting in the last few decades in America to be able to say that there are specialists on the media of communication whose main concern is to serve the public interest. I believe that such specialists have been developed. I believe that the people present in this room represent such a developing speciality.

Now notice the significant features of this definition. First, specialists on the instruments of communication. Well, we know what these instruments are, and we can identify who handles which one.

The second part of the definition, a concern for public service, is more crucial than the first.

What I have been defining is an incipient profession. And I want to remind you what the word "profession" can mean. (And now a couple of brief and "cynical" footnotes to say that I am using this word in a responsible fashion and not as one of those beautiful passwords that you pin like a rose to your lapel with the expectation that it will enhance your prestige, income, or your chances of getting Foundation grants!) I am thinking of the word "profession" defined in the same way that we speak of the lawyers as constituting a profession, or the physicians, and so on.

What are the distinctive marks of a skill group that deserves to be called a profession? The essential mark is not only the acquisition of skill, not only the development of literate theories of these skills, but the demand to serve the public interest.

Now, the mark of a profession from this point of view is whether its members will turn down jobs. A rough and ready way to decide whether you've got a profession is whether people will turn down jobs because if they took the jobs they would be working against the public interest.

How do you develop a profession? Well, a profession is always developed slowly. It developed slowly as people who perform specialized operations begin to develop elaborate theories about what they do. Also many of them become alert to the aggregate impact on society of what they do and begin to feel they should themselves take responsibility for deciding the extent to which the skill benefits society or in concrete situations. Hence they evolve standards of professional conduct.

All of the apparatus that comes afterward, such as the use of community coercion in the form of license powers, and the examination requirement -- all this comes later and is relatively superficial. (In fact, I'm not even sure that licensing has any useful function in the modern world, but that's another discussion that violates a well-established bias on the part of thousands of people.)

Anyway, the essential point is to have a group with a set of skills, with an intellectual attitude toward these skills, and with a sense of responsibility for their use in the public interest. The associations gradually develop self-disciplinary procedures. They hammer out the professional code by translating their self-congratulatory rhetoric into operational systems of discipline; and this is always a slow process. (Look at the American publishers if you want a nice example of that.)

Let us summarize what we have been saying. Modern America has a vast new technical system of mass communication. But the results are far from satisfactory, when we think in terms of an enlightened citizenship. However, we do have the rudiments of a specialized group of experts on the media who are engaged in the task of clarifying for one another and for the nation how the instruments of communication can be used to serve the public interest. In a word we have the beginnings of a profession, and I hope that progress in this direction will be speeded up to fit the needs of the hour.

For one thing the profession needs a name by which it can know itself and introduce itself to the public. I do not believe that the symbol "education" is sufficiently comprehensive to serve the purpose. All of us recognize that "education" is too limited a concept in the public mind to cover all that is at stake. We are not only concerned with transmitting community tradition and basic skills to the young or to strangers. Our task is to perfect the <u>intelligence function</u>, the supplying of news and comment on the basic of which rational choices can be made on questions of public policy. In a society whose ideal goal is the dignity of man, this calls for the clarification of objectives, the considering of trends, conditions, projections and alternatives affecting the commonwealth.

Yes, more than "education" is involved. Very likely the symbol best adapted to name the profession is "public service". We are developing Public Service Communicators. In turn the public service function is specialized to broadcasting, television, and all other media. And there is a further specialization into educational activity, whether aimed at the young or the older, an activity whose essential mark is the transmitting of <u>basic tools</u>.

The public service profession does not, of course, limit itself to non-commercial clients, any more than lawyers or doctors remain "self-employed" or teach or work

only in non-profit hospitals, or civic organizations. It is not the source of the paycheck that determines the identity of a profession, but the standards of conduct, of self-determination, of discretion, which are imposed upon any employer-client.

Perhaps the time is here for the associations in the field of communication to join together in organizations, using "public service" as the essential symbol, and uniting their efforts on behalf of the mastery of our brave new world of mass communication.

Chic Meeting

November 14, 1952

Mr. John Dunn
WHIE, University of Oklahoma
Norman, Oklahoma

Dear Jack:

As I suspected would be true, things are happening very rapidly. I had a call coming from Bob Hudson asking the Executive Committee and the Committee of Five to meet with representatives of the FAE in Chicago on the afternoon of December 4 at the Fund's expense. I had planned to call a meeting of a strategy committee prior to this date including you in the group. However, I have had no control over the personnel to be invited to the session with Fletcher and was in no position to make recommendations.

I am asking those invited to the Fletcher meeting to plan to stay over for the evening of the 4th and the morning of the 5th to do the job I had originally scheduled for the strategy committee. To compliment that group of nine people, I should like very much to have you come to Chicago to meet with us at approximately 4:00 p.m. December 4 and on the morning of December 5 to go further into the future of WHIE following our meeting with Fletcher. I am also inviting Merritt Ludwig to sit in on our meeting, serving as a specialist in group dynamics and a reporter on what transpires.

If you can meet with us - at WHIE expense - please let me know and write for your reservation at the Blackstone Hotel. It may be later than 4:00 when our meeting with Fletcher ends, but I should like you and Ludwig to hold yourselves ready for the meeting. You can plan to leave Chicago at any time in the afternoon of the 5th.

I am enclosing a copy of an outline which I am forwarding to every member of the Board requesting a serious job of writing from each member with a deadline of November 26. I shall be particularly interested in receiving this back from you. Please take time - all the time that is necessary to do a complete job on this.

It will be good seeing you in Chicago.

My best regards always.

Sincerely yours,

Graydon Ausmus,
President

GA:pse

cc: James Miles
Burton Paulu

TO: STAFF June 10, 1953

From: Ray Stewart

SUBJECT: WOI-TV Production Department Time and Program Survey

During the month of May, 1953, camera rehearsals, air shows and closed circuit kinescopes covered a maximum studio span from 9:00 A.M. to 11:00 P.M. (14 hours).

During 20 days in May (four weeks), 235 programs were produced. Of those 235 programs:

45 were FAE productions (19%)
75 were kinescoped (32%)
26 were closed circuit kines (11%)
137 were 15 minutes programs (58%)
98 were 30 minute programs (42%)

78% were from Studio A
22% were from Studio B

We produced 85 - 1/2 hours of television programs in the period, of which 13 hours were closed circuit recordings. In the production of 85 - 1/2 hours of programs, 91 - 1/2 hours of camera rehearsal and 32 hours of dry rehearsal in the studio were used.

There were 64 minutes of camera rehearsal per hour of program. Cameras were in use 177 hours for rehearsal and presentation. This averages 9 hours per day of actual production department use.

We produced 59 programs per week, of which 7 were closed circuit. We produced 21 - 1/2 hours of programs per week, of which 3 - 1/2 hours were closed circuit recordings. In one week 23 hours of camera rehearsal were used.

Directors spent 20 hours per week of pre-rehearsal-program preparation in the studio. They averaged approximately 2 hours studio time for each 30 minute program. Directors averaged 13 hours of total preparation, rehearsal and presentation time for each 30 minute program---that's 26 hours of work for each hour of program.

The production department devoted one man-hour of work to each minute of live programming. That means 60 man-hours of work for each hour of programming. This figure does not include engineering time, workshop people, secretaries, station administration or talent. 60 production man-hours per hour of live programming.

During the last week in May, Production hours looked like this, divided departmentally:

Art Dept. -------	255	(6 people)	20%
Scene Shop ------	62	(1 full - 2 part)	6%
Prop Dept. ------	121	(1 full - 2 part)	9%
Lighting --------	140	(2 full - 1 part)	10%
Staging ---------	124	(2 full - 6 part)	9%
Directors, etc. -	698	(13 full - 1 part)	46%
	1400		100%

82 workshop students worked 373 hours for the production department.

LEGEND FOR WOI-TV STUDIO CHART ON FOLLOWING PAGE:

Purple ink represents CAMERA REHEARSAL PERIODS.
Red ink represents ON THE AIR or closed circuit kinescopes.
Green ink represents scheduled DRY RUN REHEARSAL.

ITVST is Iowa TV Schooltime
12-W is Twelve O'Clock Whistle
CD-235 is College Teleclass course in Child Development 235
HH is Your Home Hour
OM&I is Of Men and Ideas (FAE)
USS is Under the Same Stars (FAE)
CI is Collector's Item (FAE)
P.L. is Promised Land (FAE)
VOT is A Voice Out of Time (FAE)
FMM is From the Mind Of Man (FAE)
ISC is This Is Iowa State
DTE is Down To Earth
MED is Meditations
C.C. is County Close-Up
FOS is Focus on Sports
MKTS is Markets for Producer and Consumer
INC is Iowa News Conference
ISTC is TC On TV (Iowa State Teachers College)
F.F. is Farm Facts

STUDIO B CHART NOT SHOWN. MAGIC WINDOW and TELEVISITS originate there daily and GUEST OF HONOR originates there Monday, Wednesday and Friday. All 15 minute shows. Only MAGIC WINDOW has rehearsal---15 minutes with camera.

The TELEVISITS time shown on Thursday was a special FREEDOM'S FOUNDATION AWARDS program, one time only, from Studio A one time only.

	MON.	TUES.	WED.	THURS.	FRI.
9:00	ITVST	ITVST	ITVST	ITVST	
9:30					ITVST
10:00	ITVST	ITVST	ITVST	ITVST	ITVST
10:30					
11:00					
11:30	12-W 11:40 NEWS	12-W 11:40 NEWS	12-W 11:40 NEWS	12-W 11:40 NEWS	12-W 11:40 NEWS
12:00	12-W NEWS	12-W NEWS	12-W NEWS	12-W NEWS	12-W NEWS
12:30		12:35 H.H.		12:35 H.H.	
1:00	CD-235		CD-235		CD-235
1:30	CD-235	H.H.	CD-235	H.H.	CD-235
2:00					
2:30	C.C. Kine OM+I	C.C. Kine OM+I	C.C. Kine OM+I	C.C. Kine OM+I	C.C. Kine OM+I
3:00					
3:30	Choir	USS		USS	
4:00	A VOICE OUT OF TIME	USS	PROMISED LAND	USS	ISTC
4:30		Choir		T-VISIT + C I	
5:00		ISC			
5:30				T visit	
6:00				Collector's ITEM	
6:30					INC
7:00		DTE	C.C. Kine P.L.		INC
7:30	VOT				
8:00		ISC		FOS	F.F.
8:30	FMM	ISC	C.C.	C.I.	
9:00		DTE		F.O.S.	F F
9:30	FMM				ISTC
10:00	NEWS	NEWS MED.	NEWS	NEWS MKTS.	NEWS ISTC
10:30			C.C.		
11:00					

WOI-TV DIRECTORS' SCHEDULE, MAY 25, - MAY 29

1953	AIR TIME	REHEARSAL	PROGRAM	DIRECTOR
Mon.	10:00 A.M.	9:00 A.M.	THIS LAND OF OURS	Dick Hartzell
May 25	12:00 Noon	11:15 A.M.	12 O'CLOCK WHISTLE	Jake Dunlop
	12:15 P.M.	11:40 A.M.	NEWS	Ed Weiss
	1:30 P.M.	1:00 P.M.	CHILD DEVELOPMENT 235	Jake Dunlop
(B)	4:00 P.M.		GUEST OF HONOR	Bob Morrison
(B)	4:45 P.M.	D-3:00, C-4:15	MAGIC WINDOW	Dick Hartzell
(B)	5:30 P.M.		TELEVISITS	Joe Adams
	7:30 P.M.	4:00 P.M.	A VOICE OUT OF TIME (FAE)	Leo Persmalin
	9:30 P.M.	8:30 P.M.	FROM THE MIND OF MAN (FAE)	LaMar Smith
	10:00 P.M.		REPORTER'S WORLD DIGEST	Bob Morrison
Tues.	10:00 A.M.	9:00 A.M.	THE WORLD WE LIVE IN	Joe Adams
May 26	12:00 Noon	11:15 A.M.	12 O'CLOCK WHISTLE	Jake Dunlop
	12:15 P.M.	11:40 A.M.	NEWS	Ed Weiss
	1:30 P.M.	12:35 P.M.	YOUR HOME HOUR	Jake Dunlop
		2:15-3:00	OF MEN & IDEAS (C.C. KINE) (FAE)	Ed Weiss
	4:00 P.M.	3:25 P.M.	UNDER THE SAME STARS (FAE)	Bob Chase
(B)	4:45 P.M.	D-3:15, C-4:15	MAGIC WINDOW	Dick Hartzell
(B)	5:30 P.M.		TELEVISITS	Joe Adams
	8:30 P.M.	C-5:00, C-8:00	THIS IS IOWA STATE	Joe North
	9:00 P.M.	7:00 P.M.	DOWN TO EARTH	Bob Chase
	10:00 P.M.		REPORTER'S WORLD DIGEST	Bob Morrison
	10:15 P.M.	D-4:15	MEDITATIONS	Ed Weiss
Wed.	10:00 A.M.	9:00 A.M.	GUIDEPOSTS	Dick Hartzell
May 27	12:00 Noon	11:15 A.M.	12 O'CLOCK WHISTLE	Jake Dunlop
	12:15 P.M.	11:40 A.M.	NEWS	Ed Weiss
	1:30 P.M.	1:00 P.M.	CHILD DEVELOPMENT 235	Jake Dunlop
		2:15-3:45	OF MEN & IDEAS (C.C. KINE) (FAE)	Ed Weiss
(B)	4:00 P.M.		GUEST OF HONOR	Bob Morrison
(B)	4:45 P.M.	D-3:00, C-4:15	MAGIC WINDOW	Dick Hartzell
(B)	5:30 P.M.		TELEVISITS	Bob Heskett
		4:00-6:00	PROMISED LAND (FAE)	Ed Weiss
		7:00-8:00	PROMISED LAND (C.C. KINE)	Ed Weiss
	10:00 P.M.		REPORTER'S WORLD DIGEST	Bob Morrison
	10:30 P.M.	8:30 P.M.	COUNTY CLOSE-UP	Bob Chase
Thurs.	10:00 A.M.	9:00 A.M.	LET'S EXPLORE SCIENCE	Bob Morrison
May 28	12:00 Noon	11:15 A.M.	12 O'CLOCK WHISTLE	Jake Dunlop
	12:15 P.M.	11:40 A.M.	NEWS	Ed Weiss
	1:30 P.M.	12:35 A.M.	YOUR HOME HOUR	Jake Dunlop
		2:15-3:00	OF MEN & IDEAS (C.C. KINE) (FAE)	Ed Weiss
	4:00 P.M.	3:15 P.M.	UNDER THE SAME STARS (FAE)	Bob Chase
(B)	4:45 P.M.	D-3:15, C-4:15	MAGIC WINDOW	Dick Hartzell
(B)	5:30 P.M.	D-4:15	FREEDOM'S FOUNDATION AWARDS	Bob Chase
	8:30 P.M.	D-4:15, C-5:45	COLLECTOR'S ITEM (FAE)	LaMar Smith
	9:00 P.M.	7:45 P.M.	FOCUS ON SPORTS	Joe Adams
	10:00 P.M.		REPORTER'S WORLD DIGEST	Bob Morrison
	10:15 P.M.		MARKETS	Joe Adams
Fri.	10:00 A.M.	9:30 A.M.	ADVENTURES IN ART	Bob Morrison
May 29	12:00 Noon	11:15 A.M.	12 O'CLOCK WHISTLE	Jake Dunlop
	12:15 P.M.	11:40 A.M.	NEWS	Ed Weiss
	1:30 P.M.	1:00 P.M.	CHILD DEVELOPMENT 235	Jake Dunlop
		2:15-3:45	OF MEN & IDEAS (C.C. KINE) (FAE)	Ed Weiss
(B)	4:00 P.M.		GUEST OF HONOR	Bob Morrison
(B)	4:45 P.M.	D-3:00, C-4:15	MAGIC WINDOW	Dick Hartzell
(B)	5:30 P.M.		TELEVISITS	Joe Adams
	7:00 P.M.	6:30 P.M.	IOWA NEWS CONFERENCE	Bob Morrison
	9:00 P.M.	7:45 P.M.	FARM FACTS	Bob Chase
	10:00 P.M.		REPORTER'S WORLD DIGEST	Bob Morrison
	10:15 P.M.	C-4:30, D-8:00	TV ON TV	Joe Adams

National Association of Educational Broadcasters
Urbana, Illinois
October 1953

For immediate
release

Among the professional groups shown on drama produced for TV, the journalists were generally closer to community ideals and scientists generally most distant from them in character attributes, according to the report on the third NAEB monitoring study released today.

Teachers were typically shown as the cleanest, kindest, and fairest of the professional groups, while journalists were the most honest. Scientists were portrayed as the least honest, least kind and most unfair, while lawyers were shown as the dirtiest of the character types. On the potency scales journalists were the sharpest, strongest and quickest, while lawyers were the hardest. Teachers were pictured as the weakest, softest and slowest, while lawyers were the dullest of the professional character types.

Public Officers were pictured as approximating socially desired value standards more closely than executives of legitimate businesses, who in turn were closer to them than executives of illegal businesses.

Housewives were shown as having personality patterns basically like those of female American heroes, although the former were slightly less honest, clean, and fair, and more kind, strong, sharp, hard and quick than were those heroes. On all valuative scales, private household workers were more distant from community ideals than were the housewives, and they were distinguished for the degree of dullness and softness of their characters. The unemployed (but employable) were endowed with less honesty and cleanness than any other non-criminal group and were the weakest of all groups.

The average pattern of character--or personality stereotype--of all heroes was found to correspond closely with the values held by our culture, while that for villains was generally antithetical to these values. The potency and activity attributes of the characters of villains were, however, not too different from those of heroes. Male heroes were closer to community ideals than were female heroes, but further from these ideals when they were villains. As between American-white and other nationality and race groups, American-white males, when they were heroes were pictured as closer to the community ideals than were the others. This was especially true of the potency and activity scales. Conversely, as villains, foreign and minority race males were shown as more potent and active than were American-whites.

These conclusions illustrate the patterns of stereotypes found in one week's New York TV drama. Concerning the degree to which the characters conformed to these patterns the report states that male American-white heroes were more stereotyped than were either male American-white villains or heroes of both sexes from other nationality and racial groups. Of the occupational groups, journalists (followed by lawyers, teachers and law enforcement officers) were the most stereotyped while the unemployed (but employable) and doctors were the least stereotyped.

These and other results of the 1953 study were announced by its director, Dr. Dallas W. Smythe, Research Professor, University of Illinois. The 1953 study, like its predecessor in 1952, was supported financially by the Fund for Adult Education of the Ford Foundation. The 1953 study was the third such study in successive

years. Each was a complete inventory of all television programs broadcast in the week of January 4 - 10, by all seven stations serving the New York metropolitan area. The 1953 study was conducted in the New Yorker hotel with 13 TV sets courteously supplied for the purpose by the Zenith Radio Corporation. A total staff of 59 graduate students in communications, psychology, sociology, and dramatic arts from Columbia University, Queens College and New York University were employed under four supervisors to observe and record the desired information.

In addition to the analysis of stereotyping of TV drama programs, the report contains comparable information to that published in 1953 on the 1952 and 1951 NAEB studies of New York TV programs. The most significant trends over the three year period appear to have been the following.

There were 651 hours, 44 minutes of TV programming observed on the seven New York TV stations between January 4 and 10, 1953. This was an increase of 16 percent above the 1951, and of 4 percent above the 1952 total of TV programming. Since 1951 all of the increase in TV program time in New York has come from network-owned stations; the three other stations all decreased their total program times between 1951 and 1953.

The most striking feature of the changes between 1953 and earlier years was the sharp increase in the quantity of Drama programs of all kinds. By 1953 this class of program had increased to 47 percent of all TV time, as compared with 33 percent in 1951 and 42 percent in 1952. In actual time, Drama amounted to 306 hours in 1953, which was about two-thirds more than in 1951 and 15 percent

more than 1952. The sub-class of Drama which stood first in 1953, both in terms of actual hours and hours of increased time, was Crime Drama. It occupied 99 hours or 15.3 percent of total time. The sub-class with the fastest rate of increase was Domestic Drama. While still only in fourth place in percentage of total time, Domestic Drama rose in 1953 to 6 percent as compared with 1 percent in 1951. Western Drama still stood in second place, with 7 percent of total program time in 1953--a slight decline from its level in the two preceding years. Comedy, Romance, Action, Musical and Classics Drama also showed increases in 1953 while Children's Adventure and Historical Drama, and Fairy Tales declined in relative importance.

Variety programs, the second largest class of entertainment-type programs, were 12 percent of total time in 1953--about the same level as in 1952 and about one-third less than in 1951. The third and fourth largest classes of entertainment-type programs in 1953 were Quiz, Stunts and Contests and Sports Events--both of which were 5 percent and both of which declined proportionately in the three year period. Music amounted to 4 percent and showed an increase, thanks to the increase in Popular Music for both the General and the Housewives' audiences.

News programs of all kinds stood in first place in 1953 among the information-type programs for the first time, with 8 percent of total program time. This growth in News was due to an increase in Special Events and Features; News Reports themselves declined in 1953 as compared with 1951. Sports News in 1953 was 1.3 percent of total time--about twice its proportion in 1951. Domestic Information was the second largest class of programs in 1953 with 5 percent; in

earlier years it had stood first. The overall decline of this class concealed the fact that Cooking programs stayed constant at slightly less than 3 percent, while Arts, Crafts and Hobbies programs and Personal Care programs increased. The decrease noted in Domestic Information was entirely in Shopping and Merchandise programs which in 1953 were 1 percent as against 3 percent in 1951.

For the first time in 1953, Religion was the largest class of orientation-type programming with 1.7 percent. Public Issues programs received smaller amounts and proportions (1.3 percent) of total time in 1953 than in 1951. Within this class, 1953 was the first year when programs presenting "individual views" took more time than those presenting "discussion and debate."

In 1953 there were 12 programs identified with recognized educational institutions, as contrasted with 13 in 1952 and 1 in 1951. Overall the total program time for these programs in 1953 amounted to 361 minutes or less than 1 percent of total program time.

Drama, Sports, Variety, Quiz, and Music programs ranked in quantitative importance in that order for the adult-hours in both 1953 and 1951. However, between those years Drama rose from 37 percent to 50 percent of adult-hour time, while each of the other classes decreased. The growth in adult-hour Drama was because of increases in Comedy, Romance, Domestic and Musical Drama; Crime and Western programs stayed close to constant.

Between 1951 and 1953, Drama more than trebled its proportion of domestic-hour program time, placing it clearly in first place with 33 percent of total time. The major shift in emphasis between 1951 and 1953 lay in the rise of Domestic Drama to 6.3 percent,

especially its Serial Drama component, which alone accounted for 4 percent of total time in 1953. Crime Drama remained in first place in 1953 with 10 percent, and Western and Comedy Drama increased slightly. Although Variety, Quiz, and Personalities programs declined percentage-wise between these years, they still in 1953 ranked second, third and fifth, respectively. Music programs increased to 7.5 percent, mostly because of increases in housewives' Music.

In the Children-hours, Drama aimed at the children dropped from 30 percent in 1951 to 7 percent in 1953, and there was a rise in general audience drama from 25 percent in 1951 to 51 percent in 1953. Between the same two years Crime drama more than doubled its share of children-hour time, being 17.5 percent in 1953. Compensating for this was a decrease in Western Drama (from 19 to 13 percent), and in Comedy Drama (from 12 to 7 percent). Minor increases took place in Domestic, Romance, and Classics Drama, while Fairy Tales decreased.

Drama programs were by far the largest class in the late-hours, but with large fluctuation from the 48 percent of total time in 1951 to the 74 percent in 1952 and back again to 58 percent in 1953. Crime Drama had a dominant position in the late-hours with 25 percent of total time in 1953 and 23 percent in 1951 with Romance, Comedy, Action, Western and Classics Drama following.

Children's Programs, of which nine-tenths were found in the children-hours in 1951, have been dispersed to other segments--especially the domestic-hours--so that in 1953 only six-tenths of them were in the children-hours. This dispersal, together with the lengthening of children-hour time, has reduced the share of that time taken up with Children's Programs from almost half in 1951

to only one-fifth in 1953. Domestic Programs have continued to be concentrated in the domestic-hours, although there has been some dispersal to other time segments.

While no inferences as to their effects are warranted from the present study, the number of acts and threats of violence observed in 85 percent of the total program time increased substantially between 1952 and 1953. In the 1953 study week a total of 3,421 acts and threats were observed--an increase of 15 percent from 1952. The average saturation with such acts and threats increased from 5.8 per hour in 1952 to 6.2 in 1953.

This rise was attributable to the increase in violence in Variety programs (where the total number of acts and threats increased by 72 percent and the average per hour rose from 2.8 to 4.2). The saturation rate for all Drama actually decreased (from 9.8 to 9.7 per hour), with all of the decline falling in general-audience Drama (where the average fell from 8.4 to 6.0 per hour), and Children's Drama showing an increase (from an average of 17.5 to 22.4 per hour).

Four of the principal sub-classes of Drama (Crime, Western, Action and Comedy) provided three-fourths of all acts and threats of violence in 1953. The most massive concentration was in Crime Drama where 28 percent were located. The highest frequency for violent acts was in comedy Drama (Children) where they averaged 36.6 per hour. The saturation rate for this sub-class increased in 1953 by one-third over the level of 1952, when it also had the highest frequency of any sub-class of Drama. In Crime Drama the frequency was rather low--9.7 per hour.

In 1953 the "gun" displaced the fist or foot as the most common means used to commit violent acts. This shift from 1952 was the result of a drop of 10 percentage points in the importance of the fist or foot and a rise of 2 points in the importance of the gun. Primitive means (the fist or foot, the struggle, the push) accounted for 35 percent of all acts in 1953, and 40 percent the year previously. Military action scenes, each of which were counted as one act, were the means in 3 percent of the 1953 acts, 2 percent in 1952, and represented death or injury inflicted on uncounted numbers of persons.

Children-hours were twice as saturated with violence as other hours. The rate of violent acts and threats in the children-hours in both years was 9.6 per hour, while in other hours it was 4.4 in 1952 and 5.0 in 1953. The children-hours contained two-fifths of the 1953 acts and threats of violence, while representing one-fourth of total time on the air. Within the children-hours, the rate of violent acts and threats in 1953 was twice as high for programs aimed at children as for those aimed at the domestic or the general audience (15.2 as against 7.8 per hour).

Live programming decreased from 1952 to 1953, especially in Variety, Information, Religion, Public Institutional and Personal Relations programs. Recorded material provided 53 percent of total New York TV programs (exclusive of News and Weather programs) in 1953--a substantial increase from the 46 percent of 1952. Both local live and non-local live programs declined proportionately.

The analysis of stereotyping was performed for 86 different drama programs which were all of those originally produced for TV (either on film or live), as distinct from those produced originally

for threatrical or other non-television purposes. This analysis was designed to measure the relation between the characters in these dramas and reality--which is, broadly speaking, the nature of the stereotyping. These programs totalled 58 hours and 35 minutes and represented 21 percent of all Drama program time. They contained 476 TV characters. Of the total, 409 characters appeared in 76 different programs each of which appeared once in the week, while 67 characters were in 10 serial programs each of which appeared several times.

Among the 476 characters (excluding four animal characters) males outnumbered females by a ratio of two to one, whereas in the real world the population is almost equally divided between the sexes.

The picture presented to TV viewers of drama was of a world peopled predominantly with characters at the peak of their sexually attractive ages. The average age of all indigenous TV drama characters was about 37, with males averaging 38 and females, 33. Three out of four of these characters were between 20 and 49 years of age, while this was true of less than half of the population of the United States. The converse of this heavy over-representation of the courting-child-bearing ages, of course, was the under-representation of the real population under 20 and over 60.

Indigenous TV drama characters were white Americans, four times out of five, with males being relatively more common among the white Americans, and females being relatively more numerous among characters of other nationalities. Europeans accounted for most of the other than American white characters. American Negroes were 2 percent of all characters. Among the Europeans, English

were the most common group with 5 percent, followed by Italians with 3 percent and French with 2 percent. Russians amounted to 1 percent. There were no Jews identified.

If the TV population be compared with that of the United States (based on the nationality of foreign-born), than Negroes and even white Americans were under-represented on TV, while Europeans were over-represented, amounting to 14 percent of the TV population and only 5 percent of the United States population. When one compares the TV population with that of the whole world, nationalities with more than one-third of the world population (India, Africa and Asia other than China) were entirely un-represented in TV, while China with 22 percent of the world population provided 0.2 percent of the TV population.

The TV drama world over-represented people who work as against people at home, but among those who work, managers and service people were over-represented. Almost three-fourths of the TV population was employed or employable, while this was true of only two-fifths of the United States population. TV reflects a culture which values highly managerial and service activities and rates low physical production work. Professional, Managers, Officials, and Proprietors, Service Workers, and Private Household Workers were 51 percent of the TV population but only 11 percent of the United States population.

Four-fifths of all TV characters were shown as law-abiding; one-fifth as law-breakers. In each major occupational category, men were portrayed as more law-abiding than women. However, because

men outnumbered women, especially in the labor force, and because the employed persons were much more often shown as law-breakers than those not in the labor force, in the aggregate men on TV were more often pictured as law-breakers than were women.

Of the Professionals, four-fifths were law-abiding, but of the Managers, Officials and Proprietors, only two-thirds were. Within the latter group, 92 percent of the public officers (including politicians) were law-abiding, as compared with 73 percent of the legitimate business men, and 7 percent of the managers and proprietors of illegal enterprises. Indigenous TV drama thus shows public officials as more respectful of law than private business officials.

American white characters were slightly more often shown as law-abiding than were other TV characters. The small numbers of Negroes, American Indians, Latin Americans, Irish, Danish, Norwegian, Scottish and Polynesians were all law-abiding. The largest proportions of law-breakers were found among other nationalities, of whom the Italians had the lowest proportion of law-abiding characters (44 percent).

TV drama heroes averaged 32 years of age, villains 43, and supporting characters 37. The average age of men was greater than that of women when they were heroes (34 and 29), and when they were supporting characters (39 and 33). However, where villains were concerned the average women was older than the man (47 as against 42). It seems that whereas heroes of both sexes were in the prime years of physical and sexual power, villains were representative of the menace of an older generation with more social power but physically and sexually on the wane.

White Americans provided more, proportionately, of the heroes

and fewer of the villains than their numbers would lead one to expect on a chance basis. They were 83 percent of the heroes but only 69 percent of the villains. Europeans, who supplied 14 percent of the total TV population, provided 10 percent of the heroes but 24 percent of the villains. In the selection of heroes, a latent selective process seemed to favor American white males and females from other nationalities. Heroes from among American whites were males rather than females by a ratio of 3 to 1, while heroes from other nationalities were females rather than males by a ratio of almost 2 to 1. Such results could occur by chance less than two times in 100.

The total amount of commercial advertising in New York TV increased in 1953 by 7 percent over 1952, and by 55 percent over 1951. Because total broadcast time also increased in this period, the proportion of total time devoted to advertising matter in both 1952 and 1953 was 18 percent as compared with 14 percent in 1951. Three stations (WNBT, WCBS-TV, and WJZ-TV) carried 61 percent of all advertising matter in 1953. The heaviest saturation in 1953 was found on WJZ-TV where 26 percent of the time was advertising, while WPIX and WATV had the lightest, with 13 percent. The time segment with the highest saturation of advertising was the domestic-hours in all three years, with the rate being 24 percent in 1953. In that year 17 percent of the children- and the late-hours was advertising, while 15 percent of the adult-hours were used this way.

Advertisements which interrupt the flow of the program (primary advertisements) in 1953 were 22 percent more numerous and took 27 percent more time than in 1952 (and they were 39 percent more in number and 18 percent longer than in 1951). Taking into account

the longer hours of broadcasting, the proportion of total time given to primary advertisements in 1953 was 10 percent--the same as in 1951 and one-fourth higher than in 1952. The range for the stations in the latest year was from 12 percent (for WCBS-TV, WNBT, WJZ-TV and WOR-TV) to 6 percent (for WPIX). The bulk of the increase in primary advertising, 1951-1953, fell in the children-hours which in the latter year devoted 78 percent more time to it than in 1951.

Secondary advertising (which either accompanies or is the program material) in 1953 was 10 percent less than in 1953 although still about two-and-one-half times its 1951 level. It amounted to 8 percent of total program time in the most recent year, in comparison with 10 percent in 1952 and 4 percent in 1951. The highest saturation with this form of advertising was found in 1953 on WJZ-TV (with 14 percent) while the least was on WOR-TV (4 percent). The domestic-hours and the highest rate of saturation with secondary advertising in 1953 (14 percent).

The published report on the 1953 study is available from the National Association of Educational Broadcasters at Urbana, Illinois.

NABB NETWORK

TABLE I: NO. OF SERIES AND NETWORK HOURS FROM VARIOUS SOURCES*

Source	# of Series	Network Hours
Own Members	113	31,570:51
From Abroad	42	7,467:15
Grants -in-Aid (To 7-1-54)	7	2,216:45
Own Productions	7	4,721:30
Outside Agencies	22	3,419:09

TABLE II: NO. OF SERIES AND NETWORK HOURS PER TYPE OF PROGRAM*

Prog. Type	# of Series	Network Hours
Talk	82	18,481:39
Music	32	10,467:33
Drama	31	9,196:00
Documentary	19	4,598:00
Children	8	5,447:00
In-School	27	3,076:15

*Calculated from the beginning of the Network to July 1, 1954

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Mr. Graydon Ausmus, President
NAEB
Box 2002
University, Alabama

New Haven TV Monitoring P.

Dear Graydon:

Today I received from George Probst a copy of his letter to you of August 11, together with copy of letter he received from Everett Parker concerning the rights to the use of material used in the preparation of our monitoring study of New Haven TV. Georgge suggested that I write directly to you with my recommendation of the substance of a reply to Mr. Parker.

There has never been any doubt in my mind or, so far as I could tell, in the minds of other NAEB officers but that Everett's organization would have full rights to use the material obtained in this cooperative venture. I had thought that over a year ago I had sent to Everett the terms of the proposal as I presented it to the NAEB Board, which terms were intended to cover just this point. Idon't recall having received from Everett any request for re-affirmation of this position; had I done so I would certainly have answered him.

I don't know, in other words, what is eating on Everett. But certainly I think we should give him the assurance he asks for.

Incidentally, the report as published is silent on the role of Everett's organization in conducting the study. I had originally written a blurb into the preface giving them credit for what they did, but at Everett's repeated, written request, deleted it. Maybe he wishes he'd let me print it now. I don't know.

For your possible use I'm enclosing a draft reply to him.

Very sincerely yours

Dallas

Dallas W. Smythe
Director of Studies

IS NAEB going to do anything to publicize the New Haven report? It's a shame to have it dropped like a soggy potato.

Draft reply to Parker letter

Dear Everett:

I have your letter of August 7, addressed to Mr. George E. Probst concerning the New Haven TV monitoring study.

You ask for confirmation of your understanding that the material used in preparing this report is jointly the property of the Communications Research Project and the NAEB and shall be open for the use of the Communications Research Project both now and in the future.

It has always been our understanding that the arrangement you describe was in existence between us for the New Haven study. In fact it was with regret that we observed that you refused to let Dallas Smythe give public acknowledgement of the arrangement in the preface to the published report. It seems a shame that your efforts were not publicly stated in that connection.

Very sincerely yours

Graydon Ausmus, President

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February 8, 1955

Dr. Harry J. Skornia
National Association of Educational Broadcasters
University of Illinois
Urbana, Illinois

Dear Harry

This will acknowledge receipt of your letter of February 3. I think Ralph's letter of January 28 is basically sound. Low powered television stations can play a very important part in establishing nationwide television service and may well be the answer to the problems faced by some educational institutions in some communities which are separated geographically from larger metropolitan areas.

If the Board of NAEB decides that it would like to file comments in support of this proposal, we would be happy to prepare such comments for you. On the other hand, if you desire simply to join in with the JCET, that might be a wise course of procedure. Of course, if you do that, you lose the effect of a separate and independent statement on behalf of an important organization such as NAEB.

As Ralph pointed out, the comments have to be filed by February 25. As soon as you have made a decision as to what should be done, please let me hear from you and we will carry forward on this end.

Sincerely

Marcus Cohn

cc:Frank E. Schooley
Cecil S. Bidlack

COPY

HJS:

Comments on Brochure No. 4

Audio-Visual Service in Colleges and Universities

In covering this material obviously only the salient points can be covered. I believe that someplace in the brochure mention should be made of the fact that in establishing a radio or television studio expert advice is needed.

In the suggested equipment lists given in Appendix D, estimated costs of tape recorders is given as $110 which will buy only the minimum. I would suggest that machines of better quality be purchased inasmuch as they will no doubt have hard usage by a number of inexperienced people. Hence a better quality machine should provide a longer service and better tape quality.

I suggest the inclusion in Part IV of the bibliography AUDIO RECORD, Sept.-Oct., 1954, 1954-1955 Tape Recorder Directory published by Audio Devices, Inc., 444 Madison Avenue, New York, N. Y.

I would revise the second and third paragraphs under Television Production Par. 4, p. 32, as follows:

The recent development of television camera equipment using vidicon tubes has made possible a complete television video system (not including audio) with two live cameras for around $12,000. This equipment, however, has certain limitations which should be recognized before its purchase.

1) Present state of vidicon equipment development requires a minimum of 200 foot candles of incident light for good picture quality. Image orthicon cameras (professional TV type) can make acceptable pictures with 50 foot candles. This high light level requirement necessitates studio air conditioning and in one instance cost of air conditioning for a vidicon studio was four times the cost of the vidicon equipment.

2) Picture quality of vidicon equipment is not adequate for "on the air" operation except in isolated communities having no other TV service. Much vidicon equipment is made for industrial closed circuit work and does not supply the necessary synchronizing pulses or meet FCC requirements for on the air operation.

3) Vidicon camera equipment for training purposes should have adequate size viewfinder kinescopes. A 3" viewfinder is too small to adequately judge definition or focus especially on a green phosphor screen.

If distribution of the video signal over a considerable distance is required, some type of non-radiating transmitter such as a Du-mitter or Monitran will be required as well as a coaxial distribution system from program source to the receiver locations. The video signal alone cannot be transmitted over coaxial cable for any appreciable distance without equalization. By the use of a closed circuit transmitter, both audio and composite video signals may be transmitted for several thousand feet with good signal to noise ratio. Ordinary VHF television receivers may be used without modification as monitors.

A comparable field type image orthicon professional TV camera system, including two cameras, sync generator switcher and master monitor, will cost in the neighborhood of $45,000.

CSB

cr

4-19-55

5/19/55

TO: HJS

Comments on Membership Dues Structure

I'm afraid I won't be too much help on this matter of increasing membership rates. Not knowing too much of the background of the pros and cons of the membership rate structure I'm really striking out in the dark. I hope to be able to get some material on the topic of membership fees at NARTB next week, although in the turmoil of a convention I don't know how successful the attempt will be. However they have recently concluded a very successful membership drive signing up 150 stations.

I notice that they apparently have membership classes as follows:

1251 AM radio members
327 FM " "
270 Television "
3 Radio Networks
4 Television Networks
121 Associate Members

The May 9 issue of their newsletter tells about this campaign.

From the above it is evident that members are classed according to their transmitters and I hope to determine their rate structure as well as how rates are applied to those having multiple transmitters. I believe their fees are based upon their hourly rate.

It seems to me one logical way to increase membership revenue would be to charge along the above lines. Realizing that we may not perform any more service per transmitter, yet the fact remains that where an institution has both AM and TV it has a larger staff, therefore more of a budget. The combination of AM and FM would not necessarily be true.

The same reasoning might hold for those locations having multiple studios and transmitters. And since the studio operation requires more staff, perhaps the multiple studio operation should be taxed more than the multiple transmitter operation.

Perhaps I can add some new ideas upon my return from Washington.

CSB

cr

Class A - 5 KW and over $50.00 radio

Class B - 1 & 4.9 KW $25.00 radio

Class C less than 1 KW $15.00 radio

If more than 1 station add power to get rate

TV

5 KW + over $100.00

less than 5 KW $50.00

Radio + TV add fees but not to exceed $100

NAEB RESEARCH
PROJECT
REPORT #2

SOME COMPARISONS BETWEEN BRITISH AND AMERICAN TELEVISION

BY

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(NAEB Research Project Report Number 2)

SOME COMPARISONS BETWEEN BRITISH AND AMERICAN TELEVISION

Excerpts from Thesis Presented in Partial Fulfillment of Requirements
for the Master of Arts Degree in Journalism
at the State University of Iowa

By

John T. Suchy

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14 Gregory Hall
Urbana, Illinois
October, 1954

INTRODUCTION

British and American television systems in 1953 represented two very different patterns of operation, commercial and non-commercial. British TV was the older system; it had been functioning since 1936, with a long wartime interruption. But viewers were still limited to approximately five and one-half hours of programs daily on the single available British Broadcasting Corporation channel. Great Britain should get a commercial television network, apart from the non-commercial BBC, sometime in 1955.

The two chapters presented here are summary portions of an unpublished thesis titled, British Television, August 12-25, 1953, a Content Analysis of Programs. An article based on material from the thesis appears in the Fall 1954 issue of Journalism Quarterly (Vol. 31, No. 4). Throughout the two chapters, taken without change from the original manuscript, are references to tables and chapters from the complete thesis. Copies of the thesis are available from the author or from the State University of Iowa Central Library and Journalism Reading Room, Iowa City.

Method of Study

The approach used in examining BBC television was that of content analysis; the study was planned to parallel in many of its investigations the surveys of United States TV programs conducted by Professor Dallas W. Smythe for the National Association of Educational Broadcasters. In classifying program content the writer used, for the most part, the same methods employed by Professor Smythe in his 1952 and 1953 monitoring studies of New York City television programs.[1]

Seventeen basic categories of programs were adopted, and the categories were subdivided where necessary. A tabulation attached as an appendix to the two chapters shows the British program time and percentage for each analysis category with comparable New York television percentage figures. The reader should note that New York program figures are for the winter, while British figures are for summer programming. Content categories were also divided into three general types or groups according to purpose: entertainment, information, or orientation.

Following Professor Smythe's methods the writer listed programs according to the "time segments" they occupied. These segments were arbitrarily chosen to fit presumptive television audiences. Hours from 7 to 11 p.m. each day were termed "adult hours." Daytime hours from sign-on until 5 p.m., Monday through Friday, were termed "domestic hours," signifying an audience composed largely of housewives. Hours from 5 to 7 p.m., Monday through Friday, and from sign-on until 7 p.m., Saturday and Sunday, became "children's hours." Hours after 11 p.m. each day were termed "late hours."

The writer measured violence on television by counting acts and threats in programs of classes other than sports, news, weather, public issues, and public events. Identification of the agents and means of violence were also determined.

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1. Dallas W. Smythe, Three Years of New York Television, 1951-1953, January 4-10 and New York Television, January 4-10, 1951, 1952.

Viewer reaction figures were obtained for August 12-25, 1953, showing what programs were most and least liked by members of a viewer panel, and showing what programs were seen most and least by adults. Programs were grouped according to audience preference (not dependent on the number of viewers) and audience size (not dependent on the preference of viewers). An attempt was also made to list specific individual programs liked and disliked by the reviewers of the British press.

Finally, the writer completed a special breakdown of first-run newsreel programs (not repeats) on the BBC television service intended for both children and adults. Sixty-six stories in adult newsreels were covered, as were 14 stories in children's newsreel programs. These were analyzed to see, in the writer's judgment, what countries or geographical areas they were primarily concerned with. Some comparison as to the relative time it took BBC television news to cover a given event was made possible through use of news log breakdowns for August 12-25, 1953, furnished by the Columbia Broadcasting System of the United States for its Doug Edwards program.

Acknowledgments

Several persons devoted much time and effort to helping the writer with his study. Among them are Professor Arthur M. Barnes of the State University of Iowa, Professor Dallas W. Smythe of the University of Illinois, and Robert Silvey, director of Audience research for the British Broadcasting Corporation.

Publication and distribution of this report as an NAEB Research Project Report was approved by the NAEB Research Committee, Robert J. Coleman, Chairman.

Chapter IV

SUMMARY OF STUDY OF BRITISH TELEVISION PROGRAMS

General findings for the August 12-25, 1953, BBC television content analysis are here reported under their respective subheadings. Comparisons with New York television programs, where listed, are from Smythe's 1952 and 1953 studies. This chapter introduces five chapters of specific data which follow it. The reader who wishes to explore more thoroughly any of the material in this chapter may refer to the appropriate subject later on. Tables showing information summarized in this chapter are distributed throughout the five chapters.

Table I, p. 60, defines the subject matter categories used by the writer in his content analysis. Other necessary definitions are in the preceding chapter.

Quantity of BBC Television Far Lower Than New York Programs; Most Time in the Adult Hours

A total of 76.8 hours of scheduled air time was clocked for BBC television programs during the two-week analysis period, an average of 38.4 hours per week. Only two New York stations studied by Smythe for one week (January 4-10, 1953) were each on the air for less than twice that time. In one week 651.7 hours of TV programming were observable on New York's seven stations. The BBC's television service was on the air with scheduled programs a little more than one-seventeenth that time per week during the test period.

The greatest proportion of British television program time was in the adult hours. Forty and seven-tenths hours of programs, over half the two-week total, were broadcast during that period. The adult-hour transmission usually started at about 8 o'clock and continued to 10:30 or 11. It was longer on Saturday nights.

The children's hours came in for the next greatest portion of BBC television time. They contained 17.5 hours of programs during the two weeks. The first week accounted for the larger share of children's-hour viewing time partly because a greater amount of sports (cricket) programs were telecast during that week than during the second. Domestic-hour programs took the third greatest amount of time, 16.8 hours for the two weeks. The late hours were least used for BBC telecasts; they contained less than half an hour of scheduled TV programs for the entire observation period.

On New York television during a week in January Smythe's monitors viewed 196.0 hours of adult-hour programs. New York domestic-hour programs took 218.2 hours. Children's-hour programs were third, with 170.4 hours for the single week. Late-hour programs on New York television took 67.2 hours during the January week.

A total of 4.8 more program hours were clocked for the first week of the BBC sample period than for the second. Part of this can be attributed to a 2.7 hour greater amount of spectator sports programs during that week.

Most Programs Entertainment Type; However, Percentage Not as High as for New York

Like New York television programs, TV programs on the BBC were predominantly entertainment. However, the percentage was not as high. Entertainment got 77.7 per cent of New York time, but 64.9 per cent of BBC time was classed in this general category. Entertainment-type program percentages were almost equally distributed over the two weeks of the analysis period, but the first week contained 2.3 hours more of entertainment program time than did the second.

Information-type programs were also concentrated more in the first week of BBC survey time than in the second. There were 2.5 more hours in the first week. Part of this was due to a preponderance of children's information and instruction programs during the initial seven-day period. Information-type programs took 26.2 per cent of the BBC's TV time; Smythe's New York figure is less than this, 16.8 per cent.

Orientation-type programs were about equal in television time for each of the two BBC weeks. They accounted for 8.9 per cent of the program minutes during the entire study period. The figure for New York stations was 5.5 per cent.

Drama Programs Took Quarter of Scheduled Time

Drama programs took more time than those in any other class during the BBC viewing period, 24.5 per cent of all TV time. There were over two hours more of drama in the second week than in the first. The total percentage was considerably less than the New York TV figure, 47 per cent of all time. Drama aimed at the general audience took 16.8 per cent of total British program time; the January 1953 New York figure was 43 per cent. BBC television showed a larger percentage of children's drama programs than was reported on New York TV, 7.7 per cent of total program time compared to 3.9 per cent.

Comedy drama stood first in time as a sub-class of all BBC drama programs, receiving (for both children and adults) 5.4 per cent of all time. The New York figure for comedy drama was 6.0 per cent (also for both children and adults). The second sub-class on the BBC was domestic drama, with 4.6 per cent of program time; this category occupied 6.0 per cent of the New York time. Crime drama, the leading New York drama sub-class with 15.3 per cent, rated 4.2 per cent of BBC program time.

Spectator sports won a two-week total of 18.5 per cent of BBC television viewing time. (Outside broadcasts of sporting events took 13.6 per cent of the time of BBC television during the year ending March 31, 1953.) As was previously noted, this extra-large total was partly due to the telecasting of a cricket Test match. Two and seven-tenths more hours of spectator sports were shown during the first week than during the second week. The New York figure for spectator sports was 5.3 per cent of total time.

Variety programs were about as popular, percentage-wise, on August BBC television as on January New York TV. The BBC figure was 12.4 per cent; that for New York, 11.8 per cent. Domestic variety which occupied 4.9 per cent of total New York time was entirely absent from the BBC; general variety programs for adults took 11.1 per cent of the BBC time. Programs classified as quiz, stunts, and contests took 5.3 per cent of New York time, 2.2 per cent of time on the BBC.

News Dominated Information-Type Programs

News of all types (including sports news and interviews) got the most time of BBC information-type programs, a somewhat larger share than news received in New York. The BBC figure was 13.1 per cent of all scheduled program time; that for New York, 7.9 per cent. This was partly caused by the BBC practice of repeating newsreel programs. The five Monday-through-Friday newsreels and the weekly children's newsreel were all repeated at least once; many were repeated twice. A composite program each Saturday evening featured the week's adult newsreels.

General information-type programs occupied 6.4 per cent of all BBC scheduled time; the New York figure was 2.4 per cent. Listed under this category were science travelogue, and miscellaneous documentary material. Domestic information, which occupied 5.4 per cent of all New York program time, took 3.5 per cent of the time on the BBC. During the observation period there were no BBC television programs on cooking or personal care. Cooking programs took 2.8 per cent of all New York time; programs on personal care took 0.8 per cent.

Public Events Led BBC Orientation-Type Listings

Public events led BBC orientation-type program listings with a total of 4.2 per cent of the time of the entire August 12-25 viewing period. In the week of January 4-10, 1953, there were no public events programs on New York television. An hour and a quarter of the BBC public events programs were telerecordings of previous public events. Public issues on the BBC received 1.7 per cent; the New York percentage was 1.5. Religion was the largest class of orientation-type programming for New York, with 1.7 per cent, but it got only 0.3 per cent of time on the BBC. (The Corporation's figure for television time devoted to religion in the year ending March 31, 1953, was 1.0 per cent.) Pre-school entertainment took 2 per cent of the total BBC scheduled time, only 0.5 per cent of the time on New York television.

Drama Was Biggest Category in the Adult Hours

After examining the various kinds of programs distributed throughout the content analysis viewing period (See above and Chapter V), the writer studied what program types fell into each of the four time segments of the day. This information is presented in Chapters VI and VII; it is summarized below.

Drama took a greater portion of adult-hour viewing time than did programs in any other class. The BBC August figure was 28.0 per cent; this was considerably smaller than the figure of 50.3 per cent of all adult-hour viewing time assigned to drama on January New York television. The second biggest adult-hour program category on the BBC was variety, with 22.0 per cent, compared to 7.4 per cent of New York television adult-hour viewing time. The BBC had more adult-hour drama programs during the second week than during the first, more variety programs during the first week than the second.

News (including sports news and interviews) was the third largest adult-hour program category on the BBC, claiming a two-week average of 13.7 per cent; the New York figure was 6.4 per cent. General information had 6.5 per cent of time on the BBC, 2.2 per cent on New York television. Public events programs, all during the second week of the analysis period, contributed 4.1 per cent of the BBC adult-hour total.

Spectator Sports Was Biggest Domestic-Hour Category

Spectator sports (the cricket Test match) got the greatest amount of time during BBC television domestic hours. The two-week average was 36.7 per cent; sports news had 4.3 per cent of the domestic-hour time. The January 4-10, 1953, New York domestic-hour sports average was 0.2 per cent. Drama had 32.8 per cent of the New York domestic-hour program time, but the BBC figure was 7.5 per cent, representing a single feature-length American movie shown during the second week. Eleven and six-tenths per cent of the BBC domestic-hour scheduled program time was devoted to repeats of newsreel programs. News occupied 7.5 per cent of domestic-hour New York time. Domestic information claimed 13.5 per cent of domestic-hour time on the BBC, 12.7 per cent of this time on New York TV. Pre-school entertainment counted for 9.1 per cent of BBC domestic-hour time; the New York figure was 1.1 per cent.

Children's Drama Biggest Children's-Hour Class

Drama, almost entirely children's drama, was the largest content category during the children's hours on BBC television, amounting to 33.2 per cent; drama claimed 57.3 per cent of New York children's-hour TV program time, but Smythe's 1953 survey states that most of this was drama intended for a general audience, not specifically for children. Spectator sports (partly the Test match) took 30.0 per cent of BBC children's hour time; most of this was during the first week. The New York sports figure was 1.5 per cent. Sports news took 5.3 per cent of BBC children's hours; the New York percentage was 2.1.

Children's information and instruction programs had the third highest percentage of time during BBC children's hours, a total of 10.6 per cent. The January 4-10 New York figure was 2.0 per cent. Public events programs took a total of 8.4 per cent of children's hour time on the BBC, no time at all on New York television. On the other hand programs classed under religion had 4 per cent of New York children's hour time, no time on the BBC during children's hours.

Weather programs (regularly shown at the end of each evening's television throughout the viewing period) claimed more of the small late-hour BBC time than did programs in any other category. New York late-hour viewing (a much longer time) was dominated by drama programs.

Over Half of BBC Entertainment Programs in Adult Hours

Entertainment time for BBC television, August 12-25, 1953, was centered mainly in the adult hours; the same was true of New York television, though the percentage was not as large (32.9 compared with 58.2 per cent). Due to the fact that evening programs took most of the BBC's television transmission time, the adult hours also had the largest shares of information and orientation-type programs. The center of gravity for information-type programs on New York television was the domestic hours; the greatest amount of New York orientation-type program time was in the children's hours.

A larger percentage of BBC children's programs was in the children's hours than was true of New York television (74.0 per cent compared to 59.4 per cent). Domestic programs were more-or-less concentrated in the domestic hours on both British and New York television. General audience programs were mainly in the BBC's adult hours, although a large amount of sports programming was found in domestic and

children's time segments. A larger percentage of sports programs was in the domestic hours than in any other time division.

There was no variety programming in the BBC's domestic hours, though nearly half of New York television variety program time was in these hours. Over 95 per cent of BBC variety program time was in the adult hours. BBC adult hours also accounted for 61.8 per cent of drama time; the New York figure was 32.2 per cent. These hours contained 87.5 per cent of the BBC's music programming. Music program time was concentrated more in the domestic hours on New York television.

More Violence on New York TV Than BBC

Data concerning acts and threats of violence are presented in detail in Chapter VIII.

It is difficult to judge the significance of an act or threat of violence, how harmful (if at all) it would be to a given member of a given audience. The writer has only attempted to count the acts and threats in certain program classes. He counted 89 acts and 67 threats during the two weeks of BBC television programs. The average number per hour was 3.3; the New York January average as determined by Smythe was about twice as large, 6.2. The New York figure was based on a count of 3,421 acts and threats of violence over many more program hours than were on the BBC.

Nearly 85 per cent of all acts and threats of violence on BBC television were in entertainment-type programs; the average was 3.8 per hour. The New York per-hour figure for entertainment-type programs was 7.1 acts and threats. Drama averaged 6.0 acts and threats per hour on BBC television, 9.7 acts and threats for New York. Drama for children contained more acts and threats of violence per hour than any other program class on both BBC and New York television, 10.1 for the BBC and 22.4 for New York television. A single episode of western drama (part of an old American Wild West serial) lasting 16.5 minutes was the British program most saturated with violence. In it there were 12 acts and threats. BBC comedy drama contained 31 acts and threats of violence; the total for crime drama was 29. New York crime drama was slightly more saturated with violence than was crime drama on the BBC; however, the BBC's comedy drama was the more saturated with violence.

Human Agents Caused Most Violence

Human agents caused three-quarters of the acts and threats of violence during the August 12-25 BBC viewing period; the January New York figure was 88 per cent. The whip, the club, and the gun were the most popular weapons used on the BBC; "weaponless" use of the hand or foot was also popular. There were no acts of violence (though there were threats) on the BBC involving military action, use of a rope, legal process, or force of nature. Accidents accounted for most of the BBC violence caused by non-human agents; and falls were the most common accidents. Acts of animals were responsible for a much larger percentage of violence on the BBC than on New York television. There were more verbal threats than threats caused by any other single means on both BBC and New York television programs.

Both the Viewers and the Critics Liked Cricket; Drama, Variety Rated High

Chapter IX contains a detailed breakdown of viewer reactions to BBC television programs during August 12-25, 1953.

Findings from analysis of the preferences of critics during the two-week BBC viewing period were inconclusive, mainly because not enough critics commented specifically on most of the programs to enable their judgements to be tabulated. The cricket Test match telecasts were given top ratings by the most critics and were most liked by the BBC's own panel of viewers. The cricket telecasts were not among the programs most widely seen by the BBC viewing audience; they were presented during the afternoon hours when the audience was smaller than during the evenings.

Two half-hour episodes of an adult evening science fiction thriller rated high with the critics and were among the programs most seen by the viewing public. (They were among the programs most saturated with violence, also.) A play classified as crime drama (also one of the more violent programs) was also among the programs most liked by the critics and most seen by the public.

The 21 programs on BBC television most seen by adult viewers contained nearly three times as much violence per hour as the 22 least seen programs. But even this figure, 3.2 acts and threats per hour, was slightly below the over-all BBC average. The 20 programs liked best by the BBC panel of viewers had the same average as all BBC television programs together, 3.3 acts and threats per hour; the 21 programs liked least had a very slightly higher saturation with violence.

Drama and variety programs rated high among those most seen by the adult British audience. Many programs in these categories were among those most liked by members of the BBC panel; many in the same two categories were among the programs least liked by the panel; but no programs in drama or variety categories were among those seen least.

The Most Viewers Watched Saturday Nights; Sunday Nights

Were Second

Programs Saturday nights during the BBC viewing period captured the largest adult audiences; second most popular were Sunday evening programs. All of the 22 programs least seen by adults were televised during the daylight hours. Most of them were shown during domestic-hour viewing time. All six programs classified as pre-school entertainment during the two weeks were among those least seen by adult viewers. General and domestic information programs and repeats of newsreels were also frequently among the least seen.

Six of the 21 BBC programs most seen by adult viewers were on Saturday nights; the top three most-seen programs were Saturday nights. The top ten most-liked programs by the BBC viewer panel were all portions of the cricket Test match, which lasted four days. Viewers liked the Test match telecasts better and better as the event continued from day to day (and apparently as England's hopes of winning improved). Three other programs connected with the Test match also were among those most liked by the panel.

During the study period the BBC produced a major play each Sunday evening, then repeated it on Thursday. Sunday audiences for the plays were somewhat larger than

the Thursday audiences; but only repeat versions of two of the plays placed among those programs liked most by the viewer panel.

Two of the four programs liked least by the viewer panel composed the entire category of programs devoted to the dance on BBC TV. The only two programs devoted to serious music ranked in the least-liked 19.

American TV News Faster Than BBC, When Not on Motion Picture Film

Chapter X contains detailed results of a special study of BBC television newsreel programs shown during August 12-25, 1953.

A rough comparison of BBC television newsreel programs during August 12-25, 1953, with stories telecast on the CBS "Doug Edwards Show" during the same time period indicates that coverage of world events without movie film was faster on the American program. The format of the BBC television newsreel was so designed that the entire program had to be on movie film. The announcer was never seen. Taking geographical factors into consideration, movie film coverage speed of both news programs was about on par.

BBC Television News Paid Most Attention to British Isles;

Stories Made No Unfavorable Mentions of the United States

The analysis of items on BBC television's newsreels showed no direct or indirect unfavorable references to the United States during the two-week period. The United States was of primary importance in two stories; of secondary importance in three; and of passing interest in seven stories--all out of a total of 80 unrepeated news stories. The British Isles were of primary importance in 46 stories; of secondary importance in 11; and of passing interest in three stories. Other foreign lands outside the British Isles and the United States (including members of the British Commonwealth) were of primary importance in 33 stories; of secondary importance in seven; and of passing interest in 12 stories.

There was no one available in the United States to evaluate news stories on the "Doug Edwards Show," during August 12-25, in terms of the importance of geographical areas.

Chapter XI

SUMMARY AND CONCLUSIONS

American viewers and broadcasters have not had much opportunity to find out that television was operating in Britain in 1936, years before the United States had it. This is because little has been published to challenge the notion that TV is exclusively an American invention. In this thesis the writer has attempted to present a fairly complete description of British television as he saw it. He has done so with three purposes in mind.

Purposes of Study

1. To acquaint the reader with the history and status of British television and to outline the problems that this TV system had to face at the close of 1953. Particular attention was paid to the financial problems of the BBC. British television operations had to be conducted on a limited budget. The situation resembled, possibly, that of non-commercial television producers in the United States.

2. To analyze a two-week period of programs on BBC television and to see how much, or how little, these programs resembled United States TV programs. Special attention was paid to BBC Viewer Research data to show the likes and dislikes of viewers in Britain and to exhibit the methods used by the BBC in compiling its audience research reports.

3. To see if the content analysis methods used by Professor Dallas W. Smythe to study New York television could be adapted for the study of English language television systems outside the United States. If these methods can be used, they are practicable tools for making future international television comparisons.

Limiting Factors

The writer was limited by two factors, but he feels they did not prevent him from fulfilling for the most part all of his purposes. They were:

1. He could not select a more representative period to view BBC television than August 12-25, 1953. Financial limitations kept the writer from studying BBC television for the entire year. Financial limitations also compelled him to select a period in August, when he could be in London.[1] Each study of New York television by Smythe (for 1951, 1952, and 1953) is an analysis of a single week's programs in January.

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[1] In his book Content Analysis in Communication Research, Bernard Berelson states (p. 175): "Sampling in content analysis, as elsewhere, is complicated by the difficulty or even the impossibility of physically securing necessary sample units. Many samples have been determined primarily by the availability of material, even though such material was not the most suitable for the purposes at hand." He adds (p. 177): "The problem of securing representativeness in a sample of issues (or dates) is conditioned by certain factors. For example, the relevant content may be subject to seasonal variations . . ."

2. Only the writer was available to make the viewing study and tabulate the data. He could not check his classifications of BBC television programs with other monitors. This limitation was explained in Chapter III.

British Television, Past and Present

By the end of 1953 television in Britain had reached a crossroad. There were two--possibly three--alternative roads to follow, but there had to be a choice. One road meant continuing the then current low annual license charge for operating receiving sets ($5.60 for sound radio and television combined) and keeping programs much as they were, for a little over five hours a day on one channel; there could be some future expansion, but it would have to be slow because of limited finances. The second choice, a variation of the first one, also meant sticking with the BBC. Great Britain could have an expanded non-commercial television service within the next few years, but the yearly license fee would have to be higher (perhaps $8.40 or $11.20 per set). The alternative to these choices meant at least a partial element of commercial competition in television, although the BBC's TV service might be retained also. The Conservative Government chose this last alternative, against the wishes of the Labor Party and against the wishes of some of its own Party members. How soon the Conservative Government could implement its television plans depended on decisions by Parliament (pending in the spring of 1954) and on the nation's ability to pay for television expansion. Chapters I and II bring the television situation up to the end of 1953.

Content Analysis Summary

The following points are summarized from the content analysis portion of this thesis (Chapters IV-VII):

1. Programs took more time on each of the seven New York stations for an observation week in 1953 than on BBC television. The average New York station was on the air over twice as long as the BBC, if content analysis periods are representative of the entire year.

2. New York television had smaller percentages of many kinds of programs than did the BBC, but this does not tell the whole story. The actual times taken by New York programs were often greater because the total program time of all New York stations was much the greater. Though there was some duplication from station to station, the New York viewer could see more hours of programs in almost every category than could the British viewer.

3. Just the same, a slightly smaller proportion of BBC programs were entertainment-type than were New York programs. Slightly larger percentages of BBC programs were information-type and orientation-type.

4. Scheduled BBC television transmission periods were usually from 3 to 4, 5 to 6, and 8 to 10:30 p.m. (The first afternoon transmission period was left out on Sundays,) but they were frequently varied to suit day-to-day circumstances and to allow for special events (like the cricket Test match). Schedules for each day were printed in the newspapers and in Radio Times, a weekly magazine published by the BBC.

5. BBC television programs were not required to fit into rigid time limits as were New York programs. There were no interruptions in programs for station

identification. Telecasts did not have to fit arbitrarily into quarter-hour, half-hour, or hour-long time segments; there was some effort to make them fit roughly into these general limits.

6. There were no commercials or "public service announcements" on BBC television. Announcements between programs varied considerably in length. Such announcements always concerned the television programs themselves.

7. BBC-TV transmissions were almost always over by 11 p.m. (when the "late hours" started). Some of the New York stations stayed on much later.

8. All British television transmitters carried the same regular program at the same time during the August 12-25 viewing period. There was no alternative channel. (Schedules in Radio Times indicate that during other weeks, from time to time, one or two of the transmitters presented a few regional programs of their own.)

9. The BBC frequently televised public events, national ceremonies, parades, reviews, etc. This gave occasion for a remark: "It's easy to find the Queen these days; just follow the 'outside broadcast' television cameras."

10. Because most of the BBC's total television time was logged in the adult (evening) hours, the largest percentages of entertainment, information, and orientation-type programs were during these hours.

11. There was a larger percentage of news reports programs on the BBC than on New York television, but BBC-TV newsreels were repeated as many as two times without change. (See also summary item 2.)

12. Sports occupied a large share of BBC television time during August 12-25, 1953, partly because of a cricket Test match. The Corporation's figures show that outside broadcasts of sports events took 13.6 per cent of total program time during the year ending June 30, 1953. Sports broadcasts took 21.0 per cent of all program time during the two weeks in August. (See also item 2.)

13. The BBC had special daily hour-long transmissions for children and special regular programs "for the very young" and for deaf children. New York stations were less likely to schedule programs for children as a special group of viewers, and for special groups of children.

14. Programs on the BBC intended for children were pretty well confined to the children's hours (usually about 5 to 6 p.m.). Children's programs were more scattered on New York television stations.

15. Children's hours on both New York and British television had high percentages of drama programs; but most drama during New York children's hours was intended for a general or adult audience. Almost all the BBC drama during children's hours was intended for children.

16. "Leisure and Pleasure" and "About the Home" were the titles of series of programs for women frequently found during the BBC afternoon domestic hours (usually 3 to 3:45 or 4 p.m.). There was a somewhat larger percentage of information content, smaller percentage of entertainment content, on BBC-TV domestic-hour programs than on New York programs shown during the domestic hours.

17. Drama was a popular kind of entertainment on both television systems. New York TV had a considerably larger share of its evening (adult) hours devoted to drama than did the BBC.

18. Variety programs were present in about equal proportions on both television systems. Large shares of the New York variety programs were intended for children or housewives during the daytime hours. Most of the BBC variety programs were of a different sort. With a few exceptions they were presentations of "music hall" vaudeville acts during the evening hours for adult viewers.

Summary of Data on Violence

These points summarize the study of violence on British television (Chapter VIII):

1. New York television when studied by Smythe had nearly twice as many acts and threats of violence per hour as did the BBC when studied by the writer.

2. Entertainment-type programs had the most acts and threats of violence per hour on both television systems.

3. Drama was the most violent entertainment-type category on both systems.

4. Children's drama was the most violent kind of drama on both television systems, but New York children's TV drama had more than twice as many acts and threats of violence as did BBC children's drama. This difference was most evident in comedy drama for children.

5. Twelve of the BBC acts and threats of violence, nearly a quarter of those in all British children's drama programs, happened during one episode of an American Western serial film.

6. Programs shown during the children's hours were more violent than programs shown in all other time segments on both TV systems. New York children's-hour programs were more violent than children's-hour programs on the BBC.

7. Human agents caused far more violence than non-human agents on both television systems, though accidents and acts of animals were responsible for greater percentages of the violence on BBC television than on New York TV programs.

8. As a weapon the gun was less than half as popular in BBC programs as it was in New York television. The club or stick and the whip (on animals) were used more often than the gun for committing BBC acts and threats of violence.

Summary of Audience Reactions

The study of viewer preferences in Britain (Chapter IX) produced the following information:

1. The BBC Audience Research Department used "reaction index" figures to show program preferences. These had nothing to do with audience size. They were qualitative.

2. The Department used "box office" figures to show the actual viewing audience sizes. These had little to do with reactions to programs. The largest audience was always in the evenings. There was no alternative channel for dissatisfied viewers to turn to.

3. All 21 of the most seen programs during the observation period were in the evenings. Almost all of these were entertainment type.

4. All 34 of the least seen programs were in the afternoons. Over half of the time of these programs was information type, and nearly a quarter was orientation type.

5. Critics and viewers of the BBC all liked cricket; the popularity of the Test match increased as time went on, and as England started to win over Australia.

6. All but one of the 20 most likedprograms were entertainment type; the leading ten of the top 20 were telecasts of the cricket Test match.

7. Programs with the lowest reaction indices (least liked programs) were also predominantly entertainment type.

8. Next to sports, drama accounted for the largest share of the most liked programs. The drama category took the greatest time of those programs most seen by British viewers, but variety was close behind.

9. Drama was also the most frequently disliked type of BBC program. Seven of the 21 least liked programs were drama. Many viewers disliked "highbrow" music and the ballet.

10. Programs seen least by BBC viewers had fewer acts and threats of violence per hour than other programs. This may have been because over half of these programs were information type.

11. Data from the columns of critics writing about BBC television during August 12-25, 1953, were generally inconclusive. Not enough critics rated each program. Many opinions were indefinite.

Summary About News Programs

Points 2 and 11 of the content analysis summary in this chapter should be applied to the detailed study of news programs in Chapter X. The information below concerns BBC adult and children's newsreels and the American CBS "Doug Edwards Show," all for August 12-25, 1953. (The idea was to compare the BBC television newsreel with a typical American network TV news program.)

1. There were no commentators employed to express their own opinions on BBC-TV news programs.

2. BBC television newsreels were entirely on motion picture film; the "Doug Edwards Show" used stills and man-on-camera to supplement and bring up to date its motion picture coverage.

3. Because it operated under more competitive circumstances, the American program was faster with the news than the BBC. Both programs had to wait days for motion pictures from remote areas, but American film coverage seemed a little the faster.

4. Both news programs were fastest at filming--and showing--news events at their doorsteps.

5. Both programs (especially the BBC's) stressed events local to the home country.

6. The "Doug Edwards Show" had almost twice as many stories as the BBC-TV newsreel. But BBC stories were longer; the BBC covered more events on movie film. BBC film stories were generally the longer.

7. There were more feature stories on film on the British than the U.S. program. The pace of the British television newsreel seemed more leisurely.

8. A report of the news, sound only, was transmitted nightly over the audio portion of BBC television. This lacked the essential element of vision though it was as up to date as radio news.

9. BBC-TV newsreels made no unfavorable references to the United States, but the U.S. was "a locale of primary importance" in only two stories out of ten newsreels.

Conclusions

The points enumerated above summarize those findings in this study of British television that the writer believes are most important. He also believes the results themselves demonstrate the practicality of applying the Smythe content analysis methods to a study of any English-language television system. He experienced no unusual difficulties in categorizing most of the programs shown on British television during his viewing period, although he changed some of his classifications after talking with Professor Smythe.

One important point of difference between American and British television influenced program content probably profoundly. That was in the nature of the television systems themselves. Neither system seemed to have all the arguments in its favor.

Non-commercial British television assumed a policy of planning programs for the good or the benefit of its viewers. Commercial American television assumed that people would watch only what was good and that the most-watched show was in some way the best show. These are oversimplifications, but they illustrate the difference.

Another point of difference that affected the two television systems was in the preferences of the viewers themselves. Television broadcasts of the cricket Test match were praised by British viewers. American viewers would have undoubtedly preferred baseball to cricket.

This difference should not be overemphasized. British versions of American quiz programs were popular on British television, as were American Western films.

Since British television was not commercial, it was not as greatly concerned as American TV with attracting an audience away from competing means of entertainment. The emphasis was not entirely on "box office" or audience size figures. British viewer reactions were measured by a method that took no account of audience size. These "qualitative" reaction figures were used along side quantitative audience measurements. Neither kind of data was supreme, and both kinds of data had to be weighed with BBC judgments of what it thought viewers should have.

BBC audience ratings were not publicized as such figures are in America. Data upon which Chapter IX of this study was for the most part based were intended for confidential use within the Corporation.

BBC television time could not be bought or sold. There were apparently no rules confining programs to rigid time segments measured (and paid for) to the second. There were no announcements on BBC television other than those pertinent to the programs themselves.

British television apparently did not have all the tried and true methods of attracting viewers that U.S. television has been accused of using. There was less violence per hour on British than American television, though both television systems seemed to cater to an apparent liking of children for violence. Percentages of time (though not actual amounts of time) of programs devoted to ballet, art, and classical music were higher on the BBC than New York television, but research figures indicated programs of these types were not among the most popular.

British critics of American television have suggested that the tastes of British viewers are somewhat more elevated than the tastes of Americans who watch television. The writer believes he has found evidence that this is not so. Indeed, those programs most popular among British viewers were variety, drama, and sports offerings, the types of programs most popular in the United States.

The BBC could, and did devote a greater proportion of its time than New York television to special programs for groups of viewers, often groups who were minorities of the potential viewing audience. This was especially noticeable with regard to programs for children. "Children's Television" was always at 5 o'clock, Monday through Sunday. Also, newsreels, plays, and special events programs were often repeated for the groups of viewers, usually smaller groups, who did not see them during their first showings.

Because the BBC did not sell its programs to advertisers who needed audiences for their commercial messages, the BBC could experiment with programs that might have had very limited appeal. Information-type programs at times seemed directed to relatively small groups of interested people.

The goal of each BBC television program was within the content of that program itself, not in getting results to a set of accompanying advertisements.

The successful BBC television playwright received less money for his efforts than his American counterpart (that is a matter of record), but he apparently enjoyed greater freedom in dealing with his subject matter. Taboos aginst things that might offend some viewers were less apparent on the BBC than in American television drama. Thus, with warnings from the announcer that the children be sent to bed, the BBC in 1953 presented a grotesque, but thrilling, science fiction serial ("The Quatermass Experiment") that resembled somewhat the Orson Welles broadcast of the 1930's which caused havoc among U.S. radio listeners. (There was apparently little unfavorable reaction to the BBC program.)

But aside from all of these things, the New York viewer, by judicious twisting of his television set dial among seven stations, could find in 1953 more program material of practically every kind than the British viewer could find on the BBC. In addition, television was available in New York at almost any time of the day. In London it was available a little over five hours daily.

Individual American stations frequently originated their own television programs to suit local audiences. This was not true in Britain. BBC regional television programs were a rarity. Most of the telecasts originated from London studios and were carried by all British video transmitters.

United States television was considerably better financed than the BBC. Better salaries were the rule. More expensive talent could be hired, and better sets and studio facilities were available. New York and Hollywood added a professional polish, especially to variety programs, that was lacking on British television. This difference in technique was not generally as evident in drama or information-type programs.

Tradition played an apparent part in British television. The BBC's traditional, and enforced, rule of strict neutrality toward all controversial matters was observed. A rather evasive traditional way of doing things seemed to set a pattern for BBC television. This pattern was in no way like that set by the advertisers who sponsored American TV programs.

Another tradition was "the British way of life," sort of a feeling of patriotism that caused public ceremonies and pagentry to rank among the most popular program offerings.

Partly because of this feeling of tradition, partly because of the lack of competition, the whole British television operation--as well as its newsreel programs--seemed to proceed at a more leisurely pace than did New York television. (Conclusions regarding the newsreels were reached in Chapter IX.) The British television executive seemed calmer than his American opposite number; his job seemed more secure.

Opportunities for Future Study

Commercial television for Britain was approved by Parliament in votes taken during late 1953 and early 1954, although no starting date had been set by the spring of 1954. The question arises: "How will the presence of commercials affect future British television program content?" Chapter II of this thesis contains a number of predictions by opponents and supporters of a commercial service; but what will actually happen must be the subject of a future study titled, perhaps, "British Television Program Content Before and After Commercialization." It would also be desirable to compare British television through an annual survey of programs like Smythe's yearly New York study.

The findings of this thesis indicate many factors that should be examined in a future study. The thesis itself illustrates some difficulties that the person who attempts an analysis of British television should be prepared for. To get the best possible results the future analyst should conduct a thorough pre-survey, select the most representative possible viewing period, and make use of trained monitors to check each other's program classifications.

Appendix

British Broadcasting Corporation Television, August 12-25, 1953
Total Program Time, with January 4-10, 1953, New York City
Program Percentages for Comparison*

Program Class	First Week Min.	Pct.	Second Week Min.	Pct.	Total Min.	Pct.	New York Pct.
Entertainment-type programs:							
8 Drama (General)	320.75	13.3	459.00	21.7	779.75	17.2	43.1
8a Domestic	94.50	3.9	114.75	5.4	209.25	4.6	5.8
8a-1 Serial	-	-	20.75	1.0	20.75	0.5	2.7
8a-2 Other	94.50	3.9	94.00	4.4	188.50	4.2	3.1
8b Crime	-	-	120.00	5.7	120.00	2.7	15.2
8c Western	-	-	-	-	-	-	5.9
8d Action	-	-	-	-	-	-	3.6
8e Comedy	65.50	2.7	103.75	4.9	169.25	3.7	5.1
8f Romance-Historical	125.25	5.2	-	-	125.25	2.8	5.1
8g Musical	-	-	-	-	-	-	1.4
8h Classics	-	-	81.50	3.8	81.50	1.8	0.9
8i Other	35.50	1.5	39.00	1.8	74.50	1.6	0.1
17c Drama(Children)	167.75	7.0	158.75	7.5	326.50	7.2	3.9
17c-1 Crime	69.00	2.9	-	-	69.00	1.5	0.1
17c-2 Western	-	-	16.50	0.8	16.50	0.4	1.4
17c-3 Comedy	45.00	1.9	31.75	1.5	76.75	1.7	0.9
17c-4 Adven.-Hist.	45.00	1.9	48.00	2.3	93.00	2.1	0.7
17c-5 Children's Action	-	-	30.00	1.4	30.00	0.7	0.8
17c-6 Fairy Tales	-	-	32.50	1.5	32.50	0.7	0.1
17c-7 Classics	-	-	-	-	-	-	-
17c-8 Other	8.75	0.4	-	-	8.75	0.2	-
12 Variety(General)	302.25	12.6	199.25	9.4	501.50	11.1	3.5
16f Domestic Variety	-	-	-	-	-	-	4.9
17d Teen-Age Variety	-	-	-	-	-	-	0.3
17e Other Variety (Child.)	-	-	60.50	2.9	60.50	1.3	3.1
9 Dance	28.50	1.2	15.00	0.7	43.50	1.0	0.1
10 Music(General)	52.00	2.2	88.75	4.2	140.75	3.1	2.2
10a Serious	18.00	0.7	60.00	2.8	78.00	1.7	0.2
10b Light	34.00	1.4	11.00	0.5	45.00	1.0	-
10c Popular	-	-	17.75	0.8	17.75	0.4	2.0

Appendix (Cont'd)

British Broadcasting Corporation Television, August 12-25, 1953
Total Program Time, with January 4-10, 1953, New York City
Program Percentages for Comparison*

Program Class	First Week Min.	First Week Pct.	Second Week Min.	Second Week Pct.	Total Min.	Total Pct.	New York Pct.
16g Housewives'Music	6.25	0.3	5.00	0.2	11.25	0.2	2.2
13 Personalities	55.00	2.3	8.00	0.4	63.00	1.4	2.7
14 Quiz-Stunt-Contest	66.75	2.8	31.50	1.5	98.25	2.2	5.3
14a Experts, Guests	66.75	2.8	31.50	1.5	98.25	2.2	3.6
14b Studio Audience	-	-	-	-	-	-	1.1
14c Telephone	-	-	-	-	-	-	0.5
14d Amateur	-	-	-	-	-	-	0.1
17f Child.Quiz etc.	-	-	9.75	0.5	9.75	0.2	0.3
15b Spectator Sports	500.75	20.8	336.25	15.9	837.00	18.5	5.3
15c Particip. & Rec.	-	-	-	-	-	-	0.2
11 Fine Arts	20.50	0.9	27.25	1.3	47.75	1.1	0.3
11a Literature	-	-	-	-	-	-	-
11b Other	20.50	0.9	27.25	1.3	47.75	1.1	-
17g Other Children's	15.50	0.6	-	-	15.50	0.3	-
Total Entertainment-type programs	1536.00	63.9	1399.00	66.0	2935.00	64.91	77.7
Information-type programs							
1 News (General)	258.50	10.8	218.75	10.3	477.25	10.6	6.6
1a News Reports	204.50	8.5	199.25	9.4	403.75	8.9	4.3
1b Spec. Evnts. & Feat.	32.75	1.4	-	-	32.75	0.7	2.3
1c News for Children	21.25	0.9	19.50	0.9	40.75	0.9	- **
15a Sprts Nws, Intrvus	53.50	2.3	60.00	2.8	113.50	2.5	1.3
2 Weather	18.50	0.8	19.00	0.9	37.50	0.8	0.5
6 Information(Gen.)	172.00	7.2	118.50	5.6	290.50	6.4	2.4
6a Science	32.75	1.4	30.75	1.5	63.50	1.4	0.2
6b Travelogue	41.25	1.7	6.75	0.3	48.00	1.1	0.7
6c Other	98.00	4.1	81.00	3.8	179.00	4.0	1.5
17a Child. Info., Instr.	103.50	4.3	5.25	0.2	108.75	2.4	0.8
Domestic Info.	60.75	2.5	95.75	4.5	156.50	3.5	5.4
16a Cooking	-	-	-	-	-	-	2.8

Appendix (Cont'd)

British Broadcasting Corporation Television, August 12-25, 1953
Total Program Time, with January 4-10, 1953, New York City
Program Percentages for Comparison*

Program Class	First Week Min.	Pct.	Second Week Min.	Pct.	Total Min.	Pct.	New York Pct.
16b Arts-Crafts-Hobby	19.50	0.8	52.75	2.5	72.25	1.6	0.5
16c Shopping-Mdse.	24.50	1.0	21.25	1.0	45.75	1.0	1.4
16d Personal Care	-	-	-	-	-	-	0.8
16h Other Domestic	16.75	0.7	21.75	1.0	38.50	0.9	-
Total Information-type programs	666.75	27.7	517.25	24.4	1184.00	26.2	16.8
Orientation-type programs:							
3 Public Issues	75.50	3.1	-	-	75.50	1.7	1.5
3a Individual Views	-	-	-	-	-	-	1.0
3b Discussion & Debate	75.50	3.1	-	-	75.50	1.7	0.5
4 Public Events	45.00	1.9	142.75	6.7	187.75	4.2	-
5 Institutional Progs.	25.25	1.1	-	-	25.25	0.6	1.2
5a Expository	-	-	-	-	-	-	0.7
5b Dramatization	25.25	1.1	-	-	25.25	0.6	0.5
7 Religion	-	-	13.50	0.6	13.50	0.3	1.7
16e Personal Relations	8.75	0.4	-	-	8.75	0.2	0.5
17b Pre-School Ent.	46.25	1.9	45.75	2.2	92.00	2.0	0.5
Total Orientation-type programs	200.75	8.4	202.00	9.5	402.75	8.9	5.5
Total Program Time	2403.50	100.0	2118.25	100.0	4521.75	100.0	100.0

* From Dallas W. Smythe, Three Years of New York Television, 1951-1953, January 4-10, pp. 15-16.

** New sub-category, not used by Smythe, added for purposes of this study.

NAEB RESEARCH
PROJECT
REPORT #3

THE ADMINISTRATIVE PROBLEMS OF THE 10-WATT EDUCATIONAL FM STATION

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(NAEB Research Project Report Number 3)

THE ADMINISTRATIVE PROBLEMS

of

THE 10-WATT EDUCATIONAL FM STATION

by

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14 Gregory Hall
Urbana, Illinois
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INTRODUCTION

Many universities, colleges, and public school systems have established low wattage frequency modulation stations within the last few years. With the advent of these stations, there has been the necessity for an administration to organize them. This paper was prepared to show what other administrative personnel were doing with some of these problems.

Statement of the problem. In this paper, a study will be made of certain phases of policy for a low wattage frequency modulation station, some aspects of their training, their organization, their programming, their music activities, their equipment, their engineering, their budget, and the radio organizations of which the various schools are members.

Sources of Data. In order to determine what the various schools were doing to solve some of their administrative problems, a questionnaire was sent to the 44 universities, colleges, and public school systems that have 10 watt frequency modulation stations.[1] This questionnaire and the accompanying letter appears in Appendix A. Of the 44 schools contacted, 28 of them or 64 per cent responded to the questionnaire. The list of schools appears in Appendix B. The balance of the material was obtained from reference books, pamphlets, and observations. The reference books and pamphlets appear in the bibliography and the schools observed are given in Appendix C.

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[1] "List of Standard and FM Educational Radio Broadcast Stations by State and City" (Mimeographed paper prepared by the Office of Education as of January 2, 1953)

Method of the Study. From the observation of several broadcasting activities and reading about other operations, a list of some of the outstanding problems which confront every administrator were compiled. Then these various problems were grouped under the ten different general headings which will be considered in the balance of this paper.

Publication and distribution of this report as an NAEB Research Project Report was approved by the NAEB Research Committee, Robert J. Coleman, Chairman.

POLICY

Purpose of broadcasting. There are several reasons why a school installs a low wattage frequency modulation station. The most common are these:

TABLE I

Purpose	Schools
Laboratory for radio courses	23
Public relation	16
Adult education	13
In-school listening	10

Four schools installed a station as a community service and one for the purpose of providing additional training for students and some wholesome fun. One used it as a laboratory for all speech courses as well as the radio course, another to provide programs at the elementary and high school level. Others mentioned it as a student extra-curricular activity and as an outlet for the resources of the particular school.

Audience. When formulating policy, the various audiences are decided upon. After a period on the air, some stations take surveys to see if they are reaching these groups. The following gives the audiences and the number of schools trying to reach each one:

TABLE II

Audience	Schools
General audience	20
Students on the campus	10
Captive in-school audience	9
Special groups such as doctors, lawyers	3
Minority groups such as negroes, mexicans, etc	1

Other schools mentioned such audiences as students and parents, young children, a general educated audience, a special audience for a specific program, and the more discriminating listeners in the community at large.

Policy. The schools were asked if they had policy governing their broadcasting activities. Eleven of the schools reported that they did have such a policy. Among the sixteen reporting negatively, one said that they worked on the basis of an understanding between the administration and the Director of Radio on the various elements of policy; whereas another said there was no defined policy. One of the eleven schools mentioned above said that policy was formed for and by the students.

Policies enclosed included such elements as purposes, rules for handling equipment, admittance to various rooms, rules for announcers, engineers, directors, discipline, organizational chart, specific functions and duties of the staff, and general and specific rules and regulations governing other phases of overall operation.

TRAINING

Who Does the Training? Eighteen of the schools reported that the Director of Radio handled all or a portion of the training duties. In fact, in all schools except four, the Director of Radio had some one helping him with the training duties. Eleven said that the Radio Department faculty staff did the training. Seven of these reported no Director of Radio, so there is an inclination to believe that a person has not been assigned to such a position but is fulfilling the obligation. In three schools there was a combination of the Director of Radio and Radio Department faculty staff.

When was training done? In twenty-four of the schools this training was given in radio classes. In nine of the schools it was accomplished in staff meetings. Twenty-two reported instruction given while on the air. Six schools indicated that they utilized all three occasions for training. Only three stations indicated using just one medium. One group has a 1½ hour class every Tuesday night for operators and a similar class on Wednesday night for program directors and assistants. These people in turn coach others at free times during the day. Another points out a particular coaching period during the Thursday night broadcast. Others mention such things as a regularly scheduled workshop, audition periods, private instruction, rehearsals, and practice sessions.

Educational Radio Meetings. One facet in getting a background for conducting the above training is the attendance at various educational radio meetings by the Director of Radio or faculty radio supervisor. Sixteen directors indicated that they have attended the annual meetings of the National Association of Educational Broadcasters. Sixteen reported attendance at the educational radio meeting at Columbus, Ohio. Eleven indicated attendance at the radio sectional meeting of their state speech association. Four attended the radio section of the regional speech associations and six attended the radio section of the national speech association. Three attended the annual meeting of the Intercollegiate Broadcasting

System. This is understandable in light of the fact that it is primarily designed for the wired-wireless station.[2] The Southwestern Collegiate Broadcasting System is a regional system which perhaps explains the fact that this particular group of stations has not attended the annual meetings. Another of the regional meetings is the conference held at the University of Oklahoma. Two schools had attended this meeting.

Professional Periodicals. Another phase of training for both the student and instructor is the utilization of professional periodicals. The following table shows the number of schools that provide these various periodicals:

TABLE III

PERIODICALS UTILIZED
BY SCHOOLS

Magazine	No. of Schools
Broadcasting	19
Billboard	8
Radio TV	7
Sponsor	6
RCA	5
Radio Daily	2

One school indicated that they provided Variety, Advertising Age, Tide, and others as well as some of the ones mentioned above.

[2] Judith Waller, Radio, The Fifth Estate, (2d ed.; New York: Houghton Mifflin Company, 1950) p. 400.

ORGANIZATION

Board of Directors. The organization of the educational radio station varies from school to school. There is one basic element considered by some to be the foundation of such an organization and that is the Board of Directors. Inquiry was made to see if this was generally true. The response was varied but the summation can serve as a valuable guide.

Five schools have a Board of Directors for their station. Five others indicate similar governing bodies such as a Radio Advisory Committee, University Radio and Television Committee, Radio Advisory Council, Faculty Radio Committee, and a Student and Faculty Committee.

The degree of control varies from complete to no definite control. In one school this group is delegated to assure that all points of view are considered, in another they are responsible for the programs going beyond the campus, another is to review policy, in still another it acts in an advisory capacity, and one school indicates that it can alter policy if advisable. From this there is an indication that the group under whatever name they operate serve generally as a policy making body.

One of the organizational problems that faces a radio station administrator is the paying of the student staff.

The following is a breakdown of the students on eleven of the staffs who are paid and how much:

TABLE IV

PAID PERSONNEL

School No.	Personnel	Amount
1	Student manager	$50 a month
2	Station manager	Not indicated
3	Station manager, engineers, program director, continuity director, traffic director and chief engineer	Not indicated
4	Student director	$.75 an hour
5	Manager is graduate assistant	$100 a month
6	Manager	Work scholarship
7	Chief engineer and also five student assistants	Not indicated
8	Transmitter operators:	
	1st class	$1 an hour
	2nd class	$.85 an hour
	3rd class	$.70 an hour
9	Maintenance Engineers (3)	$1 an hour
10	Four students	$.80 an hour, 41 hours a week
11	Some students	$500 a year

Of the eleven schools, six pay their student managers and four indicate that they pay their engineers. Some schools pay the staff with an hour's credit instead of money. This involves a required meeting once a week which can serve as a staff meeting. It may also involve the writing of a paper. Some schools pay their staffs with a letter which is comparable to a letter earned in athletics. The requirements are set up for the letter such as required attendance at staff meetings, required attendance for all duty assignments, a willingness to perform extra duties, as well as the acquiring of a certain amount of professionalism in the work.

PROGRAMMING

Sources of Programs. Where to get good programs for the station is a question that constantly arises for the administrator. Many of the programs will be produced on the campus. One factor is that the more live shows presented, the better training it is for the students and the more the community will like the station if the programs are good. But if this great volume of live shows is bad, then a very negative effect is accomplished. Perhaps it would be best to start with good recorded programs until some good live programs could be worked out. A few sources of recorded programs were indicated in the questionnaire in order to see which were being used the most. The following table gives the sources of recorded programs that were indicated in the questionnaire and the number of schools that use each program.

TABLE V

SOURCES OF RECORDED PROGRAMS

Sources	Schools
NAEB	19
Armed Forces	19
French Broadcasting System	17
Westinghouse	12
BBC	11
U.S. Department of Education	7
Local Commercial Stations	6
State Agencies	6
Other School Libraries	4
Various networks	4

In the sources given above which are used the most, there are two factors involved. One is that it is a good program and another is that it is easy to procure. The first factor probably outweighs the second. Most of the above programs are recognizable. By various networks as well as local commercial stations as program sources, it is meant that the educational station can take some of their programs and rebroadcast them. This permission can usually be received by writing the network and contacting the local station. It should never be undertaken without getting the permission. State agencies include such groups as the educational

agencies. As various schools produce good shows on their campuses, they are recording them and making their own libraries and some of these are available to other schools.

Other sources given were as follows:

General Electric
Dutch
U. S. Conservation Department
Transcription libraries
Standard Oil
Junior League

Live Programs. It was interesting to note that the percentage of live shows ranged from 100 per cent to below 5 per cent with the average being 37.5 per cent. The question of whether a disc jockey show is live or not enters here.

Production of Live Shows. The following groups in these various schools are producing the live programs:

TABLE VI

GROUPS PRODUCING LIVE SHOWS

Production Group	Schools Utilizing these Groups
Radio classes	17
Radio station staff	17
Director of Radio	8
Free lance groups	6
Departmental groups	1
Supervisor in public schools.	1

Most Popular Program. The following table shows which programs are the most popular in the various schools:

TABLE VII

MOST POPULAR PROGRAMS

Program	Schools
Music	20
Children's Programs	9
Drama	5
Adult Education	4
Sports	3
News	2

Cooperation with local Organizations. The cooperation given by these stations to various local organizations was quite good. All but three stations indicated cooperation with some of the agencies mentioned as well as others which will be listed. These three stations probably cooperate with organizations not listed unless policy prohibits. It is well to select carefully the organizations with which the station would cooperate in order not to overbalance the program schedule and to keep within limits of policy.

The following is a list of some of the main organizations and the number of schools that cooperate with each:

TABLE VIII

COOPERATION WITH
LOCAL ORGANIZATIONS

Organization	Cooperating Schools
Red Cross	18
Armed forces recruiting	17
March of Dimes	15
Community Chest	14
Chamber of Commerce	11

Other organizations mentioned are as follows:

Saving Bond drives
TB
Civic League
Federated Clubs
Crippled Children
VFW
Grange
Lions Club
Church groups
Traffic
Cancer
PTA
Radio Free Europe

Hours of Broadcasting. The hours of broadcast have proven to be quite interesting. The twenty-six schools that gave their hours yielded a total of 118 hours daily on the air for an average of 4.5 hours.

The following table shows some additional elements about their broadcasting hours:

TABLE IX

SPECIAL BROADCASTING PERIODS

Periods	Schools
Broadcast in the morning.....	11
Broadcast extra time for special events.....	10
Broadcast split schedules.....	8
Broadcast on Sunday.....	3

The longest broadcast day was 9.5 hours and the shortest was 1 hour. Of the twelve schools that gave their days of broadcast,ten indicated they were on a Monday through Friday schedule. From observation, this seems to be the most common and the most practical schedule for most educational stations. The main concern in reference to hours is to be able to do good programming for the entire period on the air. If it is possible to do three hours of good programming a day, then a station should not be on the air for four or five. They are doing themselves and the audience an injustice.

Summer Broadcasting. Very few of the stations are on the air in the summer because of the vacation period. However six of them do stay on. All of these six are college or university stations. From observation, it has been seen that the summer operation does tend to keep interest up with the student staff as well as prepare some for the more intensive operation in the fall.

MUSIC

Transcription Service. Only ten of the group had transcription libraries. There were three Standard transcription libraries being used and seven Lang-Worth libraries. The reason for the larger number of Lang-Worths was probably due to the fact that when Lang-Worth converted from sixteen inch discs to eight inch discs, they made these sixteen inch libraries available to educational institutions at a very nominal price.

Size of Record Library. Since much of the programming of an educational station must be music, there is a great dependence on the transcription and record libraries. The libraries varied in size from "very small" to ten thousand. There were two libraries with ten thousand, two with five thousand, and one with three thousand. The median number of records was 1050.

Late releases. Almost all the educational stations program some of the late releases as a part of their schedule. This is limited in some schools. The various recording companies are making a disc jockey service available for a small charge. Eight of the schools are subscribing to this service. Seventeen of the group are getting their late releases from the local record shops. The transcription services provide four schools with all or some of their releases and thirteen schools deal directly with the local or regional distributor in their area.

Access to Record Library. One of the big problems in setting up policy for a music library is to determine who will have access to it. A factor entering in here that must be considered is the location of the library. Keeping this factor in mind, it is helpful to see how these schools are handling the problem.

TABLE X

ACCESSIBILITY OF RECORD LIBRARY

Methods	Schools
Some kind of control	17
Everyone has access to the library	8
No indication	2
	27

The methods of control are as follows:

TABLE XI

METHODS CONTROLLING RECORD LIBRARY

Music director	8
One checks out and replaces	2
Music staff of three to ten people	2
Operators	1
Two permanent parties	1
Program director only	1
Classics not accessible to all but the popular records are	1
Music department, continuity department, program director & 4 assistants--12 in all	1
	17

EQUIPMENT

The main consideration here is to find what type of equipment would be the best for a ten watt FM educational operation. If there is a strong tendency toward one particular make of equipment, then that is an indication that is would be practical to use in equipping a new station.

Transmitters. Some of the companies made 10 watt FM transmitters especially for the educational stations and other companies altered some of the 250 watt transmitters they had on hand. Some of the manufacturers have now ceased making these small transmitters. The schools were using the following transmitters:

TABLE XII

TRANSMITTERS

Transmitter	Schools
General Electric	10
Gates	7
Collins	4
REL	2
RCA	2
Link	1
Not reported	1
	27

Console. From observation it has been seen that the control unit plays a big role in determining the technical quality of the outgoing signal. Also it is well here to have standard equipment so that when a control operator goes into the industry, he will have experience on a comparable board at least. These two factors have been recognized for the most part by these schools. One station is operating without a console while another has four of them. The various types of control boards and the number that the schools are using are as follows:

TABLE XIII

CONSOLES

Type of Console	Schools
Gates	11
RCA	8
General Electric	4
Collins	4
Custom-built	4
Panacoustic	1
	32

Turntables. The big problem with turntables is to get one that will stand up under heavy use but still not be too expensive to purchase. The following table gives the types of turntables and the number of each that the schools are using:

TABLE XIV

TURNTABLES

Type of Turntable	Schools
Rek-o-kut	28
Presto	21
RCA	16
Gates	10
RMC	2
GI	2
Not designated	7
	86

One school had 14 turntables in its combined recording and broadcasting facilities while at the other extreme, one school was using a record player in place of a regular turntable. Two schools were using one turntable each, thirteen schools had two, three schools had three, four schools had four, one school had five, another had six, another had eight and the one mentioned had fourteen.

Microphones. About the same requirement is made for microphones as for turntables in that they stand up under hard use and are not too expensive. The following table gives the types of microphones and the approximate number of each that these schools are using:

TABLE XV

MICROPHONES

Type of Microphone	Microphones being used
RCA	109
Altec	22
Shure	21
Electro-voice	15
Turner	12
G. E.	5
Westinghouse	4
American	2
E-V	2
Brush	2
Astatic	1
	195

One school had thirty-two microphones while two others had only three each. The median number of microphones was 6.5.

Remote Amplifier. Sports is one of the very important broadcasting activities of a school station. This is a good way to attract listeners to the station. To do any sports broadcasting or other remote broadcasts, it is necessary to have one or more remote amplifiers. Nineteen of the schools had amplifiers in their stations. The types and the number that the stations are using are as follows:

TABLE XVI

REMOTE AMPLIFIERS

Type of Amplifier	Amplifiers being used
Raytheon	6
Collins	4
Gates	4
RCA	3
Stromberg-Carlson	2
Home made	2
Magnecorder Amplifier	2
Dukane	1
Old wire recorder	1
Bogen Sound System	1
Presto	1
	27

One school had three amplifiers while six of them had two per school. The remaining schools had one each.

Recorders. The tape recorder has been of great value to the educational as well as to the professional broadcaster. There are many tape recorders on the market to meet whatever need the broadcaster might have. The following table gives the types and number of recorders being used by the various schools:

TABLE XVII

TAPE RECORDERS

Type of Recorder	Recorders being used
Magnecorder	30
Eicors	10
Webcor	6
Ampro	4
Eko-tape	4
Stancil-Hoffman	2
Sound-Mirror	2
Pentron	2
Brush	2
Rek-o-kut	1
Knight	1
Wilcox-Gay	1
Dukane	1
Concertone	1
Ampex	1
	68

One school had nine recorders while another had none. The median for the number of recorders was two. Seven of the schools had eight disc recorders. No other types of recorders were mentioned.

The following shows the breakdown between these extremes:

TABLE XVIII

DISTRIBUTION OF RECORDERS

No. of Schools	No. of Recorders
1	9
2	8
1	6
1	5
1	4
3	3
11	2
5	1

Sound Truck. If the school station plans to do any live dramatic shows it is practically necessary to have a sound truck. Among the schools, nine indicated that they had at least one sound truck and two schools had two of them. Seventeen reported negatively and one gave no indication.

News Teletype Service. This is an item that is quite expensive for a school station but certainly valuable if it is possible to have it. News is such a vital part of any broadcasting activity that it is good to give the prospective broadcaster some training along this line. This also is a good way to attract listeners to the station. Nine of the schools indicated that they either have a news service or access to one. Five are using Associated Press, four are using United Press, and one is using International News Service. Eight of the schools are either colleges or universities. One of the universities has both Associated Press and United Press.

ENGINEERING

Licenses. The third class restricted license is required for the 10 watt FM operation.[3] It is interesting to note how many of these stations are using first and second class licenses also. This is a favorable indication in that these first and second class licenses will, for the most part, be able to handle the maintenance problems and will also be able to give some effective training to the prospective engineers. The following table gives the breakdown of the classes of engineers that the various schools are using:

TABLE XIX

DISTRIBUTION OF ENGINEERS

Classes of Stations	Schools
Stations with 1st and 3rd.....	9
Stations with 3rd only.....	8
Stations with all three.....	5
Stations with 2nd and 3rd.....	3
Stations with 1st only.....	2
	27

Maintenance. In sixteen of the schools, the above mentioned engineers handle the maintenance. In all of these schools but one there is either a first or second class operator to do the job. This verifies the statement made to the effect that if a first or second class man was available, he could do the maintenance.

Distance Signal is Transmitted. The 10 watt FM transmitter was designed to cover just the city wherein the school is located. The figures given by the schools shows that this is being accomplished at least in the majority of cases. The median for the number of miles the signal was transmitted was ten. The extremes were sixty for one school and three for another. The three mile distance is probably consistent while the sixty mile radius is probably an occasional event. The following shows some of the distances the stations were heard:

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[3]Federal Communications Commission, Part 13--Rules Governing Commercial Radio Operators, (Revised to June 27, 1950) Recapitulation of Regulations (Washington: U. S. Government Printing Office) p. 2.

TABLE XX

DISTANCE THE STATION COVERS

Schools	Distance in miles
1	60
1	40
2	30
2	25
2	20
2	10-20
5	10
8	9 & below

BUDGET

Annual Budget. This is one of the biggest problems that the school station administrator will encounter. The response of one school emphasizes this idea with the indication that a budget was unknown. From observation, it is often difficult to determine what will be needed for a year's operation until the station is under way. And usually a school station will start developing and need a larger budget each year. Sixteen of the schools are in the table below showing the range of budgets for stations run by public school systems, colleges, and universities with the budgets exclusive of salaries for faculty personnel.

TABLE XXI

BUDGETS

Type of Station	Budget
University	$4500
University	2500
College	2500
Public School	2000
University	2000
College	1400
University	1250
University	1200
College	1000
University	600
Public School	500
Public School	500
Public School	250
Public School	200
College	200
Public School	200

The median budget of the 16 schools was $1100.

PUBLICITY

Types Utilized. Any station is listened to by those people who know that it is on the air and who know what programs it carries. This is a fact that school stations must learn in order to fulfill any of their purposes. If their purpose is to reach a particular audience and this audience doesn't know about it, then the effort was in vain. If the main purpose is to serve as a laboratory, it will be much more effective as such if the students know there is an audience. These schools recognize the fact as evidenced in the following table where some of the methods of publicity are listed and the number of schools that use each:

TABLE XXII

PUBLICITY

Types	Schools
Articles in the school paper.....	22
Newspaper articles and pictures (local and regional).....	19
Program schedules in local and regional papers.....	14
Printed program schedules.....	14
Posters on the campus & in town..	13
Annual report.....	3

Some of the other methods of publicity were call letter mike plates, book matches, lapel pins, and direct mail.

ORGANIZATIONS

Alpha Epsilon Rho. The presence of this national honorary radio fraternity on the campus is a stimulation to many students to do outstanding work so that they may become members. Out of the twenty-seven schools, three were already members and another was working toward it.

National Association of Educational Broadcasters. This association has many advantages for its members such as the regular news letter, annual meeting, and its tape network. The tape offerings are a good source of programs for any educational station. Nineteen of the schools are members.

Association for Education by Radio. This organization, among its other offerings, issues a magazine which is valuable for any one in educational radio. Eight schools are members.

University Association for Professional Radio Education. This organization originated from a meeting of educational and professional broadcasters. Standards were set up for the educational broadcasting unit so that it could most satisfactorily meet the needs of the profession.[4] Three of the schools are members of this group.

Collegiate Networks. The Intercollegiate Broadcasting System as mentioned before is primarily an organization for wired-wireless campus stations but there are several advantages of it for any educational broadcasting activity. Three of the schools are already members and one other is making application.

Radio Club on the Campus. Several of the schools have these organizations for a variety of purposes. Fourteen of the schools reported some type of radio club. Among the purposes they listed were to recognize outstanding students in radio, to produce programs, to promote interest in radio, to be a social group, to act as a service group, and to train operators.

---

4 Waller, op cit., p.383.

APPENDIX A

LETTER ACCOMPANYING QUESTIONNAIRE

Dear _____:

For several months I have been dealing with the problems of setting up an educational FM station here at Abilene Christian College. Conversation with numerous colleagues indicates that these problems are pretty much the same from one campus to another. This survey is an attempt to find the best answers to the questions that plague all of us in setting up new stations and in improving those already on the air.

I realize that questionnaires take time, but it will be sincerely appreciated if you will answer these questions in as much detail as possible. If you think the results of this survey could be of assistance to you in your work, I will be happy to send you a copy when the study is completed.

Your prompt attention to this request will be greatly appreciated. I am enclosing a self-addressed stamped envelope for your convenience.

Yours truly,

Lowell G. Perry
Director of Radio

LGP:xx

Enclosure

APPENDIX B

LIST OF SCHOOLS

WBEH	P. G. Beauregard School; New Orleans, Louisiana
KHBL	Wayland Baptist College; Plainview, Texas
WBGU	Bowling Green State University; Bowling Green, Ohio
WHHS	Haverford Senior High School; Upper Darby, Pennsylvania
WFIL	Temple University; Philadelphia, Pennsylvania
KTJO	Ottawa University; Ottawa, Kansas
WYSN	New Castle-Henry Township Schools; New Castle, Indiana
KFYO	Texas Western College; El Paso, Texas
WGRE	DePauw University; Greencastle, Indiana
WOUI	Ohio University; Athens, Ohio
WWHI	Wilson Jr. High School, Muncie, Indiana
WFSI	Florida Southern College; Lakeland, Florida
WGPS	Board of Trustees, Greensboro City Administrative Unit; Greensboro, North Carolina
WSPE	Board of Education, Central School District; Springville, New York
WHPS	Board of School Commissioners; High Point, North Carolina
KLON	Long Beach Board of Education; Long Beach, California
WVSH	School City of Huntington; Huntington, Indiana
WMUB	President & Trustees, Miami University; Oxford, Ohio
KSDB	Kansas State College; Manhattan, Kansas
KWAX	State Board of Higher Education; Eugene, Oregon
KRCC	Colorado College; Colorado Springs, Colorado
WKSU	Kent State University; Kent, Ohio
KVSC	Utah State Agriculture College; Logan, Utah
KEPH	Snow College; Ephraim, Utah
WSKS	Schools of Wabash; Wabash, Indiana
WMMI	Meridian Municipal Junior College; Meridian, Mississippi
WNUR	Northwestern University; Evanston, Illinois

APPENDIX C

SCHOOLS OBSERVED

WNUR.....Northwestern University
Evanston, Illinois

KSMU.....Southern Methodist University
Dallas, Texas

KTCU.....Texas Christian University
Ft. Worth, Texas

KUHF.....University of Houston
Houston, Texas

KVOF.....Texas Western College
El Paso, Texas

KIYS.....Baylor University
Waco, Texas

KACC-FM.....Abilene Christian College
Abilene, Texas

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Federal Communications Commission, Part 13--Rules Governing Commercial Radio Operators. Revised to June 27, 1950. Recapitulation of Regulations. Washington: U.S. Government Printing Office, 1950.

"List of Standard and FM Educational Radio Broadcast Stations by State and City" (Mimeographed paper) Prepared by the AER as of January 2, 1953

Waller, Judith. Radio, The Fifth Estate. 2d edition. New York: Houghton Mifflin Company, 1950.

3/3/55

TO: HJS

Request to FCC to permit industrial users to share portions of the Fm Broadcast Band

In this matter, I began on the theory that, as a matter of principle we should oppose taking away any frequencies allocated to educational FM. Then I read an editorial in the March, 1955 TeleTech, p. 67 which advocates

1)"services which have been allocated frequencies being required to make consistent use of those bands (military as well as civilian)

2) making frequencies allocated to services subject to periodic function reviews."

Then I read the page 174 story in March, 1955 TeleTech on NAM filing a plan with FCC to establish 700 new channels to be taken from the FM broadcast band. This procedure also makes sense due to the need for additional communication channels.

Next I looked in the broadcasting yearbook and found the following table:

Date	Authorized	On the air
Jan. 1, 1948	926	458
June 30, 1949	865	737
June 30, 1951	703	676
June 30, 1954	601	580
Jan. 1, 1955	559	552

From this the decline in FM broadcasting is evident. Yet looking at the educational picture--

Date	On air	CP's
Dec. 15, 1952	93	17
Nov. 20, 1953	111	7
Nov. 22, 1954	118	5

Yearbooks previous to 1953 do not break down stations into educational and commercial FM classifications. We have had a number of recent inquiries from people regarding the establishment of educational FM stations. Thus it looks like the list of educational FM stations is growing and commercial FM use is declining.

No one can predict what this growth will be so it seems that since the number of educational stations is still increasing we should oppose giving up any educational channels and suggest that if any are taken away that they be taken from the 80 channels assigned to commercial interests.

CSB:cr

C.S.B.

March 3, 1955

TO: H.J.S.

In regard to the RCA Technical Training Program, I am of the opinion that it is very fine. However I am not sure how it would fit into the scholarship program.

I attended the RCA Seminar last September. Three days were devoted to studio equipment and two days to transmitters, antennas and transmission lines. A great deal of material was presented on color. By RCA's statement the program also divided itself into three days on monochrome TV and two of color.

There is no tuition fee, and RCA provides lunch at a restaurant daily as well as a dinner on the next to the last night. The only expense is for transportation to Philadelphia and return plus hotel and meals.

The program of the seminar runs on almost a split second basis. To derive the utmost in benefit from the seminar, one should have some actual experience in television plus an engineering background or some technical television training. Otherwise he will be completely lost in the new and strange terminology of television. As an example of the programs worth, at last fall's seminar there were engineers who were attending for the third and fourth times. They felt it gave them a chance to catch up on what was new in the field which made it worth their while.

Cecil S. Bidlack

CSB:cr

March 3, 1955

Professor W. W. Smith
Department of Electrical Engineering
University of Massachusetts
Amherst, Massachusetts

Dear Professor Smith:

I am today forwarding to Mr. Griffiths a supporting statement on you by Mr. Bidlack. I'm not sure there is anything available. If there is I hope you receive honest consideration.

Sincerely,

Harry J. Skornia
Executive Director

HJS:wc
cc: Mr. Griffiths
Mr. Bidlack ✓

March 3, 1955

Mr. G. H. Griffiths
Fund for Adult Education
1444 Wentworth Avenue
Pasadena 5, California

Dear Bill:

I believe you have undoubtedly received a copy of Mr. Smith's letter. I've met him, and he seemed both intelligent and energetic. However I was unwilling to say only this.

I therefore requested an opinion from Mr. Bidlack who had had a chance to observe him at the FAE-granted (NAEB) TV Engineering Workshop. Herewith Mr. Bidlack's statement.

I don't want to burden you with this. If you rather, I'll be glad to handle if you'll tell me what to say.

Most sincerely,

Harry J. Skornia
Executive Director

HJS:wc
Enc. Bidlack note to me (informal)
Copy of my reply to Mr. Smith
cc: Mr. Bidlack ✓

3/3/55

TO: H. J. S.

As you know, my contact with W. W. Smith was at the 1954 TV Engineering Workshop. It is somewhat difficult to express much of a definite nature regarding him as I had only incidental contacts with him.

He wrote an excellent report on the "Relationship of State Universities to Educational TV." I believe Dr. Brown's letter to Carl Menzer is sufficient evidence of Smith's interest in educational television. One sentence in his report may be the clue to his decision to study television production at Syracuse. "--it is agreed that a knowledge of the problems of the non-technical side of TV would assist an electrical engineer in making wise decisions."

He is ambitious. On his own initiative, he arranged to talk to some of the top people at CBS to get their opinion of opportunities in educational television. I believe he is thorough, as in preparation for the Workshop he told me he had read the RCA Training Manual in its entirety. His record at the University leads me to believe he has ability as an engineer and as an organizer. I see no reason why his ability or capability as an engineer would not be an asset to him in the non-technical side of television. His study at Syracuse, added to his background, should provide him with a broader base which he apparently desires as a means to further advancement, probably along executive lines, in educational television.

Cecil S. Bidlack

P. S. You may quote me.

April 1, 1955

TO: H.J.S.

In the absence of a definition of "simplex" as applied to the transmission of functional music or other secondary programming on FM stations, my comments on the proposal are mainly conjecture. Cy Braum is sending a report from the commission which I hope will define "simplex" operation.

As far as multiplexing itself is concerned, I have a letter on file from Murray Crosby dated November 24 in which he states that they have given many satisfactory laboratory demonstrations of multiplex; however when they tried to reduce the equipment to a practical stage they had many problems. He also stated that as a result of lack of interest of other companies in aiding in its development, they had been forced to slow down work on fm multiplex development.

From the Broadcasting story further development is required and the year of "simplex" operation apparently is to permit this development. No doubt the commission's decision has been brought about by pressure of commercial interests who want to transmit program material by fm radio rather than over leased telephone circuits. This could be an entering wedge in the breakdown of the fm band for other services, just as the recent proposal for use of fm channels for point to point work.

I shall comment further after the above-mentioned material is available for study.

C.S.B.

cr

April 26, 1955

TO: H. J. S.

Comments on ETRC Production Handbook

The Handbook is primarily for programming and production personnel and sets forth requirements as to materials, clearances standard openings and closings for the three sources of programs, technical and publicity requirements as well as labeling, packaging, and shipping.

As far as the chapter on Technical Requirements is concerned, I believe the only controversial requirements are those on print densities. Joe Belcher has told me he does not completely agree with the Handbook's statement on print requirements. C. L. Townsend of NBC has prepared a paper for the SMPTE on "Specifications for Motion Picture Films intended for Television Transmission." In this paper he quotes a range of significant densities between .4 and 1.9 the same as the ETRC Handbook. However the Townsend paper covers many points of information and I believe it should be "must" reading for all kinescope recording operators.

There are no particular standards which have been set for either films for television or kinescope recording. I believe that Mr. Townsend's paper is merely a guide for agencies and others producing television films, established in order to bring some order out of the chaos of the variation in quality of television film. At the SMPTE Television Committee Meeting I attended in Chicago, it was stated that each network had set up its own standards for quality control of kinescope recordings. This information in the past was pretty much considered in the light of trade secrets, however at present individual staff members of different companies exchange technical information on a rather free person to person basis. However the opinion was expressed that it was doubtful if any network would formally set out their methods or standards on kinescope recording for all to see. It was however believed that all would cooperate with NAEB in helping us to set up a method of test procedure which might allow the Center to put its finger on the source of trouble in an unacceptable kinescope.

On page V-2 of the Center Handbook I believe that the statement "The brightness range of the scene should not exceed a 20 to 1 ratio," should be underlined. This keeps the range of brightness well within the capability of the television system.

The statement on consulting services does not necessarily imply that one consultant will advise on the kinescope recorder operation, camera

technique, lighting, processing and sound recording. Rather it states that the consultants will be "experts in each of these technical areas." All of these areas are involved in the making of a kinescope and it is rather difficult to ask an individual to cover only one of these areas when many of them are to an extent interdependent.

wc

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TO: H. J. S.

Comments on ETRC Production Handbook

The Handbook is primarily for programming and production personnel and sets forth requirements as to materials, clearances standard openings and closings for the three sources of programs, technical and publicity requirements as well as labeling, packaging, and shipping.

As far as the chapter on Technical Requirements is concerned, I believe the only controversial requirements are those on print densities. Joe Belcher has told me he does not completely agree with the Handbook's statement on print requirements. C. L. Townsend of NBC has prepared a paper for the SMPTE on "Specifications for Motion Picture Films intended for Television Transmission." In this paper he quotes a range of significant densities between .4 and 1.9 the same as the ETRC Handbook. However the Townsend paper covers many points of information and I believe it should be "must" reading for all kinescope recording operators.

There are no particular standards which have been set for either films for television or kinescope recording. I believe that Mr. Townsend's paper is merely a guide for agencies and others producing television films, established in order to bring some order out of the chaos of the variation in quality of television film. At the SMPTE Television Committee Meeting I attended in Chicago, it was stated that each network had set up its own standards for quality control of kinescope recordings. This information in the past was pretty much considered in the light of trade secrets, however at present individual staff members of different companies exchange technical information on a rather free person to person basis. However the opinion was expressed that it was doubtful if any network would formally set out their methods or standards on kinescope recording for all to see. It was however believed that all would cooperate with NAEB in helping us to set up a method of test procedure which might allow the Center to put its finger on the source of trouble in an unacceptable kinescope.

On page V-2 of the Center Handbook I believe that the statement "The brightness range of the scene should not exceed a 20 to 1 ratio," should be underlined. This keeps the range of brightness well within the capability of the television system.

The statement on consulting services does not necessarily imply that one consultant will advise on the kinescope recorder operation, camera

technique, lighting, processing and sound recording. Rather it states that the consultants will be "experts in each of these technical areas." All of these areas are involved in the making of a kinescope and it is rather difficult to ask an individual to cover only one of these areas when many of them are to an extent interdependent.

wc

May 5, 1955

TO: HJS

Comments on FCC proposal to permit FM Broadcast stations to engage in Specified non-broadcast activities on a Simplex and/or multiplex basis.

Effective May 2, 1955, the required minimum of hours of operation of AM broadcast stations is reduced from 42 hours to 36 hours per week during the hours of 6 a.m. to midnight with no requirement as to when these hours of operation are scheduled except that not less than five hours must be scheduled per day. FM licensees may obtain a Subsidiary Communications Authorization (SCA) to engage in certain types of activities, typified by functional music operations on a simplex basis during the time not devoted to the required minimum of 36 hours of FM broadcasting or on a multiplex basis at any time. At the end of a one year period the SCA operation must be conducted on a multiplex basis.

It may be well to define the terms simplex and multiplex as applied to FM operation. By "simplex" operation we mean that a single program is modulating the carrier which may be received by any FM broadcast receiver tuned to the station. However supersonic tones or other similar devices may be used with respect to material transmitted during SCA operation in order to promote or maintain its commercial marketability, with the station using appropriate actuating devices at the subscribers receivers. By "multiplex" operation we mean that one or more programs may be transmitted on the same carrier as the regular broadcast signal without interference. Thus an ordinary FM receiver would hear only the program on the main channel, and only special receivers would be able to hear the multiplexed programs.

Tests made at WTOP-FM have shown that three sub-channels could be superimposed on the main carrier of WTOP-FM without interfering with the main channel broadcast transmissions and could be received successfully at a number of receiving stations within sixty miles of Washington. WGHF in New York also conducted field tests with no deterioration of the main channel performance and no cross modulation was observed by measurement.

The FCC believes that multiplex operation is feasible and has set two criteria: 1) that the sub-channel operation not interfere with the main channel signal. 2) that the sub-channel signal be of usable quality.

Three manufacturers have submitted information to the FCC which has led to the conclusion as to feasibility of multiplexing:

Multiplex Development Corporation indicates "availability of multiplex transmitting and receiving equipment at reasonable prices within a short period after approval of the use of multiplex methods by the Commission."

Crosby Laboratories, Inc. has submitted prints of equipment which "it is prepared to supply to users of FM multiplexing." The equipment thus available includes essential transmitting and receiving mechanisms needed.

Field Enterprises, Inc. have informed the FCC that "multiplex operation will prove feasible" but that "it appears that equipment capable of operating on a multiplex basis will not be available generally for another year."

Last November, I corresponded with Mr. Crosby of Crosby Laboratories as regards FM multiplex. At that time, he was very discouraged as to the status of the development of FM multiplex equipment. He stated that they were able to demonstrate multiplexing in the laboratory satisfactorily; however when they tried to reduce the equipment to a practical stage, many problems appeared. Among the problems to be solved was that of cross modulation between channels when different programs were carried. Another problem of multiplexing is that the range of the multiplex channel is much less as additional multiplex channels are added.

The FCC takes this step as a means of aiding the FM broadcaster financially by allowing him to contract to transmit background music, etc. outside the 36 hour regular program limitation. Since the FM broadcast license or permit is completely independent of the SCA, and according to the FCC, its initial grant or renewal cannot be promoted by the SCA, it looks that this authorization might build up FM programming. Certainly it would tend to decrease the duplication of AM programming at least as long as it is operated on a simplex basis. What happens at the end of the year's trial operation and when the subsidiary services are multiplexed is a matter of conjecture.

Suppose that at the end of a year, the promised multiplex equipment is not available. If this broadcasting service becomes well established, is it not possible that great pressure will be exerted to continue on a simplex basis with the hope that the simplex operation may become the standard operation. Certainly the radio transmission of the background music service is far less expensive than the present method of leasing circuits from the telephone company. Other operating costs would remain relatively the same for both types of program service.

The development of commercially usable multiplex equipment to sell at a reasonable price might be desirable from the standpoint of the educational broadcaster. If such equipment were developed so that the programming might be transmitted multiplex thru a number of stations without appreciable degradation as far as frequency response and signal to noise ratios are concerned, then a live educational network in certain sections of the country becomes a very good possibility. By multiplexing, stations could carry the program or record it for delayed broadcast. But this operation also would have to have one central agency in control of traffic and programming or the technical advantages of multiplexing would be lost.

CSB

P.S. The effective date of the FCC rules allowing fm stations to broadcast functional music programs and other subsidiary program services via multiplex and simplex operation has been postponed 30 days by the Commission at the request of WWDC-FM, Washington. This makes the new effective date June 1, 1955. WWDC-FM, WPEN-FM, Philadelphia, and WHOM-FM, New York, have asked the Commission to reconsider and modify portions of the rules which would curtail present functional music operations on a simplex basis during certain hours.

May 27, 1955

To H.J.S.

At one of the sessions the Broadcast Engineering Conference held in connection with the NARTB Convention May 26, Commissioner Robert E. Lee of the FCC proposed the attached reallocation of the Radio spectrum between 50 and 890 megacycles. The reallocation he proposes is on the left side and present allocation on the right. He wished it made clear that this is not an official commission proposal but is his own thinking on the matter.

The reallocation would provide 47 television channels, six megacycles wide between 60 and 342 megacycles. It would delete only channel 2 of the present VHF bands and include all of present high band VHF channels (7-13). It would move the present FM band to the top of the TV channels giving FM 342 to 362 mc. It was stated that this was a long range project which might take as long as 15 years to complete, however consensus of opinion was that the move was a good one - that it would bring all TV into the VHF band and due to ease of design of TV tuners might decrease the cost of all band TV sets considerably.

By proper choice of channels some space might be found immediately although the complete change would take time. However certainly the plan is a long range one of some significance, which if accomplished might well take care of television needs for the next 100 years as well as providing better transmission for the mobile services, by moving them to the 54 to 60 mc band. This would also provide a buffer zone from the practically dead 50-54 mc amateur band which is not usable because of the interference caused to the neighboring channel 2 TV channel.

C.S.B.

CSB:jy

NAEB HEADQUARTERS
14 Gregory Hall
Urbana, Illinois

TO: ALL NAEB PUBLIC SCHOOL STATIONS

FROM: Harold E. Hill, Associate Director

DATE: June 7, 1955

SUBJECT: HELP FOR A FELLOW MEMBER

Pat Green, Manager of KBPS, Portland (Oregon) Public Schools station, is faced with a possible decision by her Board of Education which would require KBPS to sign off at 7:00 p.m. rather than 10:00 p.m. at present. It is during this evening period that KBPS presents adult education programs, and the Board of Education is doubtful that they should be responsible for such programming.

In order to present the Board of Education with authentic information from other areas, Pat needs YOUR HELP IMMEDIATELY.

Enclosed are two copies of a brief, but important, questionnaire. Will you please fill it out TODAY, sending one copy to Pat and one back here to Headquarters for our use in future, similar situations.

Remember, the NAEB exists to enable member stations to help one another solve mutual problems, and you may be the next one to need help.

HEH:jy

NAEB SCHOOL STATION QUESTIONNAIRE

STATION RESPONDING_____

ADDRESS_____

Hours of operation_____to_____

Are your hours of operation restricted by the terms of your license?_____

If so, to what hours are you limited?_____

Do you do adult programming as well as in-school programming?_____

If so, indicate when adult programming is carried: (Indicate hours, please.)

Morning_____ Afternoon_____ Evening_____

Is there another educational station in your listening area doing adult programming?_____ If so, during which time segments:

Morning_____ Afternoon_____ Evening_____

Is the fact that you do, or do not, carry adult programming the result of a decision on the part of your Board of Education? (Please explain, indicating the Board's attitude as to their responsibility to supply such adult fare in addition to in-school fare.)

Date_____ Signed_____

HEH:jy
6/7/55

Title_____

School Station Survey

NAEB SCHOOL STATION QUESTIONNAIRE

STATION RESPONDING KANW

ADDRESS 110 Broadway N. E., Albuquerque, New Mexico

Hours of operation 8:55 a.m. to 3:55 P.M.

Are your hours of operation restricted by the terms of your license? No

If so, to what hours are you limited?

Do you do adult programming as well as in-school programming? No

If so, indicate when adult programming is carried: (Indicate hours, please.)

Morning Afternoon Evening

Is there another educational station in your listening area doing adult programming? No If so, during which time segments:

Morning Afternoon Evening

Is the fact that you do, or do not, carry adult programming the result of a decision on the part of your Board of Education? (Please explain, indicating the Board's attitude as to their responsibility to supply such adult fare in addition to in-school fare.)

RECEIVED
NAEB HEADQUARTERS
JUN 13 1955
AM 7|8|9|10|11|12|1|2|3|4|5|6 PM

Date June 10, 1955

Signed Rose Jeanne Jones

HEH:jy
6/7/55

Title Director, Radio Station, KANW

RECEIVED
NAEB HEADQUARTERS
JUL 10 1955
AM 7|8|9|10|11|12|1|2|3|4|5|6 PM

NAEB SCHOOL STATION QUESTIONNAIRE

STATION RESPONDING ~~KDPS~~

ADDRESS ~~Des Moines, Iowa~~

Hours of operation ~~8:45 AM~~ 7:30 PM to ~~3:15 PM~~ 9:30 PM ~~Every school day. Thursdays.~~

Are your hours of operation restricted by the terms of your license? ~~No. Unlimited~~

If so, to what hours are you limited?

Do you do adult programming as well as in-school programming? ~~To a limited extent~~

If so, indicate when adult programming is carried: (Indicate hours, please.)

Morning _____ Afternoon _____ Evening ~~7:30 - 9:30~~

Is there another educational station in your listening area doing adult programming? ~~Yes. WOI~~ If so, during which time segments:

Morning ~~Yes~~ Afternoon ~~Yes~~ Evening ~~Yes~~

Is the fact that you do, or do not, carry adult programming the result of a decision on the part of your Board of Education? (Please explain, indicating the Board's attitude as to their responsibility to supply such adult fare in addition to in-school fare.) **Adult Programming financed from Adult Education Dept.**

Notes

Our regular 8:15 - 3:15 daily program is solidly for in-school listening.

Our Thursday evening program:

7:30 - 7:45	Classical music
7:45 - 8:00	A recording of a unit of "Schools Today" produced by the Northern Illinois State Teachers College for the National Association of Educational Broadcasters.
8:00 - 8:30	A panel discussion of "Des Moines Schools Today" featuring local personalities who discussed questions stimulated by the recordings or similar topics as related to the Des Moines Schools.
8:30 - 9:00	"Fingerprints in Music" - a series designed to bring the average listener closer to an understanding and an appreciation of the works of thirteen great composers. Each program consisted of informal and informative discussion of some of their better known compositions.
9:00 - 9:30	A concert of recorded music by the composer discussed.

Date ~~June 8, 1955~~

Signed Clifton F. Schroeppel ~~Director~~

Title ~~Curriculum Development and Audio-Visual Education~~

HEH:jy
6/7/55

School Station Survey

RECEIVED
NAEB HEADQUARTERS
JUN 13 1955
AM 7 8 9 10 11 12 1 2 3 4 5 6 PM

NAEB SCHOOL STATION QUESTIONNAIRE

STATION RESPONDING KOKH-FM

ADDRESS 18th & Ellison - Oklahoma City, Oklahoma

Hours of operation 8:57 A.M. to 2:30 P.M.

Are your hours of operation restricted by the terms of your license? No

If so, to what hours are you limited?

Do you do adult programming as well as in-school programming? Yes

If so, indicate when adult programming is carried: (Indicate hours, please.)

Morning XX Afternoon XX Evening

Is there another educational station in your listening area doing adult programming? Yes (WNAD) If so, during which time segments:

Morning X Afternoon X Evening X

Is the fact that you do, or do not, carry adult programming the result of a decision on the part of your Board of Education? (Please explain, indicating the Board's attitude as to their responsibility to supply such adult fare in addition to in-school fare.)

It is the policy of the Board of Education for the Oklahoma City Public Schools, to rely upon the judgment of the Director of Radio-TV in regard to all programming for the school-owned station. The Director arrives at her decisions by means of consultations with Supervisors and teachers in the various fields of the school curriculum, and with the trained station personnel, with the approval of the Supt. of Schools.

The Adult Institute, which is conducted as part of the Department of Instruction, offers night school courses in a variety of subjects, with classes meeting in several of the high school buildings, credit in many of the classes being acceptable for high school graduation. Also, through the Department of Teaching Aids, there are courses offered for credit on the college level. These two well-established departments indicate the Board's attitude toward their responsibility to supply opportunities for Adult education. When the facilities and the personnel of the school radio station can be sufficiently expanded, we anticipate an expanded broadcast day, to permit the use of radio and (someday) television in cooperation with the Adult Institute and the Department of Teaching Aids. Also, repeated requests from the public for high fidelity music from the school radio station during the evening hours, will be met as soon as facilities will permit.

This is the third year of broadcasting for KOKH. Already we have outgrown our studio space and are planning immediate and extensive expansion. Certainly, as we expand, we will increase our services to the people of this area.

Date 6-10-55

Signed Elaine Tucker

Title Supervisor - Radio and Television
~~Oklahoma City Public Schools~~

HEH:jy
6/7/55

School Station Survey

RECEIVED
NAEB HEADQUARTERS
JUL 5 1955
AM 7 8 9 10 11 12 1 2 3 4 5 6 PM

NAEB SCHOOL STATION QUESTIONNAIRE

STATION RESPONDING KSDS - (FM)

ADDRESS San Diego Junior College, 14th., and Russ Streets, San Diego, Cal

Hours of operation 1:00 P.M. to 3:00 P.M. Mon. thru. Fri.

Are your hours of operation restricted by the terms of your license? No

If so, to what hours are you limited? ------

Do you do adult programming as well as in-school programming? yes

If so, indicate when adult programming is carried: (Indicate hours, please.)

Morning _____ Afternoon X Evening one nite per week

Is there another educational station in your listening area doing adult programming? no If so, during which time segments:

Morning _____ Afternoon _____ Evening _____

Is the fact that you do, or do not, carry adult programming the result of a decision on the part of your Board of Education? (Please explain, indicating the Board's attitude as to their responsibility to supply such adult fare in addition to in-school fare.)

No.

The Local Board has not dictated any policies as to programming other than conforming to requirements of the Educational Station License.

Date June 23, 1955

Signed Charles H Parker

Title Station Manager

HEH:jy
6/7/55

School Station survey file

NAEB SCHOOL STATION QUESTIONNAIRE

STATION RESPONDING KSLH

ADDRESS 1517 S. Theresa Avenue, St. Louis, Missouri

Hours of operation 9:10 AM to 4:00 P.M.

Are your hours of operation restricted by the terms of your license? No

If so, to what hours are you limited? None

Do you do adult programming as well as in-school programming? Yes

If so, indicate when adult programming is carried: (Indicate hours, please.)

Morning _____ Afternoon 3:15 - 4:00 Evening _____

Is there another educational station in your listening area doing adult programming? No If so, during which time segments:

Morning _____ Afternoon _____ Evening _____

Is the fact that you do, or do not, carry adult programming the result of a decision on the part of your Board of Education? (Please explain, indicating the Board's attitude as to their responsibility to supply such adult fare in addition to in-school fare.)

Our adult programs are selected and scheduled with Harris Teachers College classes in mind. This institution is owned and operated by the St. Louis Board of Education; so, when we say that we are a service agency for the Instruction Department of the Board of Education we are including classes from kindergarten through college.

I doubt if the small number of FM sets in St. Louis at the present time would warrant too great a push for adult programming if we did not have our own college listeners.

RECEIVED
NAEB HEADQUARTERS
JUN 9 1955
AM 7 8 9 10 11 12 1 2 3 4 5 6 PM

Date June 9, 1955

Signed Marguerite Fleming

HEH:jy
6/7/55

Title Manager

School Station Survey

NAEB SCHOOL STATION QUESTIONNAIRE

STATION RESPONDING KTOY

ADDRESS 1101 S. Yakima Ave. Tacoma 3, Wash.

Hours of operation 9 a.m. to 3 p.m.

Are your hours of operation restricted by the terms of your license? No

If so, to what hours are you limited? Working hours of Instruction

Do you do adult programming as well as in-school programming? Yes

If so, indicate when adult programming is carried: (Indicate hours, please.)

Morning 10-11:30 Afternoon 1:30-2:30 Evening

Is there another educational station in your listening area doing adult programming? No If so, during which time segments:

Morning Afternoon Evening

Is the fact that you do, or do not, carry adult programming the result of a decision on the part of your Board of Education? (Please explain, indicating the Board's attitude as to their responsibility to supply such adult fare in addition to in-school fare.) Has never been an issue

RECEIVED
NAEB HEADQUARTERS
JUN 18 1955
AM 7|8|9|10|11|12|1|2|3|4|5|6 PM

Date 6/13/55

Signed Merle Kimball

HEH:jy
6/7/55

Title Program Manager

School Station Survey

NAEB SCHOOL STATION QUESTIONNAIRE

STATION RESPONDING W. A. B. E.

ADDRESS City Hall (Fourteenth Floor) Atlanta, Georgia.

Hours of operation 8:45 A. M. to 5:P.M.

Are your hours of operation restricted by the terms of your license? No

If so, to what hours are you limited? X

Do you do adult programming as well as in-school programming? Yes

If so, indicate when adult programming is carried: (Indicate hours, please.)

Morning _____ Afternoon 2:45 - 5:00 P. M. Evening _____

Is there another educational station in your listening area doing adult programming? No If so, during which time segments:

Morning X Afternoon X Evening X

Is the fact that you do, or do not, carry adult programming the result of a decision on the part of your Board of Education? (Please explain, indicating the Board's attitude as to their responsibility to supply such adult fare in addition to in-school fare.) The decisions regarding the operation of the radio station are entrusted to the Director of Radio Education who is responsible to the Superintendent of Schools.

Due to the lack of money for operational expenses it has been necessary to do programming for adult education in the afternoon hours. If funds were available we should like to continue our service until 11:00 P. M.

RECEIVED
NAEB HEADQUARTERS
JUN 15 1955
AM 7|8|9|10|11|12|1|2|3|4|5|6 PM

Date June 13, 1955

Signed Haskell Boyter

HEH:jy
6/7/55

Title Director of Radio Education

NAEB SCHOOL STATION QUESTIONNAIRE

STATION RESPONDING WBEZ

ADDRESS 228 n. La Salle st Chicago 1 Ill

Hours of operation 8:55 A to 4:15 P

Are your hours of operation restricted by the terms of your license? no

If so, to what hours are you limited? _____

Do you do adult programming as well as in-school programming? yes

If so, indicate when adult programming is carried: (Indicate hours, please.)

Morning 12 noon to 1 p m Afternoon 3 - 4:15 Evening no

Is there another educational station in your listening area doing adult programming? no If so, during which time segments:

Morning _____ Afternoon _____ Evening _____

Is the fact that you do, or do not, carry adult programming the result of a decision on the part of your Board of Education? (Please explain, indicating the Board's attitude as to their responsibility to supply such adult fare in addition to in-school fare.)

RECEIVED
NAEB HEADQUARTERS
JUN 10 1955
AM 7 8 9 10 11 12 1 2 3 4 5 6 PM

Date 6/8/55

Signed Geo. Jennings

Title Director

HEH:jy
6/7/55

School Station Survey

NAEB SCHOOL STATION QUESTIONNAIRE

STATION RESPONDING WBGO-FM

ADDRESS 345 High St Newark NJ

Hours of operation _____ to _____

Are your hours of operation restricted by the terms of your license? No

If so, to what hours are you limited? _____

Do you do adult programming as well as in-school programming? No

If so, indicate when adult programming is carried: (Indicate hours, please.)

Morning _____ Afternoon _____ Evening _____

Is there another educational station in your listening area doing adult programming? N.Y.City ! If so, during which time segments:

Morning L Afternoon L Evening —

Is the fact that you do, or do not, carry adult programming the result of a decision on the part of your Board of Education? (Please explain, indicating the Board's attitude as to their responsibility to supply such adult fare in addition to in-school fare.)

Never broadcasted to an adult audience to any extent after school hours

RECEIVED
NAEB HEADQUARTERS
JUN 22 1955
AM 7 8 9 10 11 12 1 2 3 4 5 6 PM

Date 6/13/55

Signed Marie C Leach

Title Supervisor

HEH:jy
6/7/55

School Station Survey

RECEIVED
NAEB HEADQUARTERS
JUL 6 1955

NAEB SCHOOL STATION QUESTIONNAIRE

STATION RESPONDING WBOE

ADDRESS 1380 E. 6th — Cleveland 14, O.

Hours of operation 8:00 A.M. to 4:30 P.M.

Are your hours of operation restricted by the terms of your license? NO

If so, to what hours are you limited? _____

Do you do adult programming as well as in-school programming? Some-

If so, indicate when adult programming is carried: (Indicate hours, please.)

Morning ✓ Afternoon ✓ Evening _____

Is there another educational station in your listening area doing adult programming? NO If so, during which time segments:

Morning _____ Afternoon _____ Evening _____

Is the fact that you do, or do not, carry adult programming the result of a decision on the part of your Board of Education? (Please explain, indicating the Board's attitude as to their responsibility to supply such adult fare in addition to in-school fare.)

Our adult programming is a minor part of our broadcasting. Most of our programs are direct teaching or enrichment programs planned to become a basic part of the curriculum.

We have a few adult programs scattered through the week. "Music of The Masters" has been running in the

Date 6-30-55

Signed J. J. Stallings

Title Director

HEH:jy
6/7/55

School Station Survey

RECEIVED
NAEB HEADQUARTERS
JUN 10 1955
AM 7 8 9 10 11 12 PM 1 2 3 4 5 6

NAEB SCHOOL STATION QUESTIONNAIRE

STATION RESPONDING WIAN

ADDRESS 3401 N. Meridian, Indianapolis 7, Ind.

Hours of operation 9:00 to 2;30, 4;00 to 5;00

Are your hours of operation restricted by the terms of your license? No

If so, to what hours are you limited?

Do you do adult programming as well as in-school programming? yes, with pm H.s. programs and from 4 to 5;00.

If so, indicate when adult programming is carried: (Indicate hours, please.)

Morning Afternoon 12;30 to 2;30 and 4 to 5;00 Evening

Is there another educational station in your listening area doing adult programming? yes, WAJC, Butler Univ, Indianapolis. If so, during which time segments:

Morning Afternoon 2 to 4 pm Evening 7 to 10

Is the fact that you do, or do not, carry adult programming the result of a decision on the part of your Board of Education? (Please explain, indicating the Board's attitude as to their responsibility to supply such adult fare in addition to in-school fare.)

We have no responsibility to care adult programming only as a coincidental part in conjunction with our high school programs in the afternoon. However our newscasts are aimed not only to high schools over the city but to the school patrons and community. Our evening program from 4 until 5 is wholly volunteer on our parts without school board financial responsibility, but we are permitted to use c nsole, studio, recorders, and transmitter. We have no adult education plan as yet, for we are too new. It will be a big milestone for us next year to utilize in-school service by getting a few of our 90 schools participating by listening, and then later participating with the tape programs, and perhaps contributing to the programs later on.

Sincerely, Alwyn Carder, Dir.
Betty Barth, Consultant

Date June 10 55

Signed Alwyn Carder Director

Title Director

HEH:jy
6/7/55

School Station Survey

NAEB SCHOOL STATION QUESTIONNAIRE

STATION RESPONDING WNYE

ADDRESS 29 Fort Greene Place, Brooklyn, 17, New York

Hours of operation 9:15 a.m. to 3:30 p.m.

Are your hours of operation restricted by the terms of your license? NO

If so, to what hours are you limited? -----

Do you do adult programming as well as in-school programming? NO

If so, indicate when adult programming is carried: (Indicate hours, please.)

Morning -- Afternoon -- Evening --

Is there another educational station in your listening area doing adult programming? YES If so, during which time segments:

Morning XX Afternoon XX Evening XX

Is the fact that you do, or do not, carry adult programming the result of a decision on the part of your Board of Education? (Please explain, indicating the Board's attitude as to their responsibility to supply such adult fare in addition to in-school fare.)

There has been no decision on the subject by our Board of Education. We prefer to utilize the man hours that would be required to do evening broadcasting in developing our television programming for which the WNYE staff is also responsible.

RECEIVED
NAEB HEADQUARTERS
JUN 15 1955
AM 7 8 9 10 11 12 1 2 3 4 5 6 PM

Date JUNE 13, 1955

Signed Jim Macandrew

Title DIRECTOR OF BROADCASTING

HEH:jy
6/7/55

School Station Survey

NAEB SCHOOL STATION QUESTIONNAIRE

STATION RESPONDING WSHS-FM

ADDRESS Sewanhaka High School, Floral Park, New York

Hours of operation 9:00 a.m. to 10:00 a.m.; 2:15 p.m. to 3:15 p.m.; 5:00 p.m. to 7:00 p.m.

Are your hours of operation restricted by the terms of your license? no

If so, to what hours are you limited? ------

Do you do adult programming as well as in-school programming? yes

If so, indicate when adult programming is carried: (Indicate hours, please.)

Morning _____ Afternoon _____ Evening 5:00-7:00 p.m.

Is there another educational station in your listening area doing adult programming? no If so, during which time segments:

Morning _____ Afternoon _____ Evening _____

Is the fact that you do, or do not, carry adult programming the result of a decision on the part of your Board of Education? (Please explain, indicating the Board's attitude as to their responsibility to supply such adult fare in addition to in-school fare.)

Decision to carry adult programs made by Director of Radio and endorsed by Board of Education. The Board runs a very estensive program of adult education classes in the school, evenings, both semester. They feel that the radio programs supplement this formal instruction and extend the services of the school to the entire community. Only the physical limitations of our station prevent us from staying on the air until a later hour with more complete adult programming.

RECEIVED
NAEB HEADQUARTERS
JUN 13 1955
AM 7|8|9|10|11|12|1|2|3|4|5|6 PM

Date June 10, 1955

Signed Worthington A. Gregory as

Title Director of Radio

HEH:jy
6/7/55

RECEIVED
NAEB HEADQUARTERS
JUN 10 1955
AM 7 8 9 10 11 12 1 2 3 4 5 6 PM

NAEB SCHOOL STATION QUESTIONNAIRE

STATION RESPONDING WTDS-FM

ADDRESS 1901 W. CENTRAL AVE., TOLEDO

Hours of operation 8:45AM to 3:00 PM. (Evenings for special events and special adult series.)

Are your hours of operation restricted by the terms of your license? No

If so, to what hours are you limited?

Do you do adult programming as well as in-school programming? Yes

If so, indicate when adult programming is carried: (Indicate hours, please.)

Morning ✓ Afternoon ✓ Evening

Is there another educational station in your listening area doing adult programming? No If so, during which time segments:

Morning Afternoon Evening

Is the fact that you do, or do not, carry adult programming the result of a decision on the part of your Board of Education? (Please explain, indicating the Board's attitude as to their responsibility to supply such adult fare in addition to in-school fare.)

Adult education classes must be self-supporting, but the Board of Education and Supt. of Schools have taken no position on the question of evening broadcasting. So far they have borne the costs for opening the station for special series and special events broadcasts, but staff members have worked without extra compensation. A daily night schedule would probably require a Board decision because added staff or added pay would be mandatory unless we operate as a training station for adults ~~and~~ on a self-supporting basis.

Date

Signed H D Lamb

Title 6/9/55 Director Radio-TV

HEH:jy
6/7/55

School Station Survey

NAEB SCHOOL STATION QUESTIONNAIRE

STATION RESPONDING WTHS

ADDRESS Radio and Television Education Dept. - 275 N.W. 2 St., Miami, Florida

Hours of operation 8:30 a.m. to 11:00 p.m.

Are your hours of operation restricted by the terms of your license? No

If so, to what hours are you limited? Unlimited

Do you do adult programming as well as in-school programming? Yes

If so, indicate when adult programming is carried: (Indicate hours, please.)

Morning _____ Afternoon Late Evening Yes

Is there another educational station in your listening area doing adult programming? No If so, during which time segments:

Morning _____ Afternoon _____ Evening _____

Is the fact that you do, or do not, carry adult programming the result of a decision on the part of your Board of Education? (Please explain, indicating the Board's attitude as to their responsibility to supply such adult fare in addition to in-school fare.) We have a large adult education program in our schools - approximately 30,000 enrolled yearly. Our radio program is merely an extension of this service. Children are educated as much by an enlightened and well-educated adult community as they are by the classroom experience. Parent, adult, and child education are all of a piece.

RECEIVED
NAEB HEADQUARTERS
JUN 15 1955
AM 7 8 9 10 11 12 1 2 3 4 5 6 PM

Date June 13, 1955

Signed _____ (Vernon Bronson)

HEH:jy
6/7/55

Title Assistant Director
Dade County, Florida, Schools
(Miami)

School Station Survey

NAEB SCHOOL STATION QUESTIONNAIRE

STATION RESPONDING WWHI 10 Watt

ADDRESS Wilson Jr. High Sch Muncie Ind.

Hours of operation 9:45 to 11:20 12:45 to 2:20

Are your hours of operation restricted by the terms of your license? No

If so, to what hours are you limited? none

Do you do adult programming as well as in-school programming? No

If so, indicate when adult programming is carried: (Indicate hours, please.)

Morning _____ Afternoon _____ Evening _____

Is there another educational station in your listening area doing adult programming? No If so, during which time segments:

Morning _____ Afternoon _____ Evening _____

Is the fact that you do, or do not, carry adult programming the result of a decision on the part of your Board of Education? (Please explain, indicating the Board's attitude as to their responsibility to supply such adult fare in addition to in-school fare.) Will not pay for the operation

RECEIVED
NAEB HEADQUARTERS
JUN 9 1955
AM 7 8 9 10 11 12 1 2 3 4 5 6 PM

Date June 8-55

Signed John K. Macy

HEH:jy
6/7/55

Title Pres.

File - School Station Survey

NAEB SCHOOL STATION QUESTIONNAIRE

RECEIVED
NAEB HEADQUARTERS
JUN 10 1955

STATION RESPONDING W Y S N

ADDRESS CORNER 14TH AND WALNUT STREET, NEW CASTLE, INDIANA

Hours of operation 9:45 a.m. to 3:15 p.m.

Are your hours of operation restricted by the terms of your license? NO

If so, to what hours are you limited? xx

Do you do adult programming as well as in-school programming? YES

If so, indicate when adult programming is carried: (Indicate hours, please.)

Morning SOME Afternoon SOME Evening NO

Is there another educational station in your listening area doing adult programming? NO If so, during which time segments:

Morning _____ Afternoon _____ Evening _____

Is the fact that you do, or do not, carry adult programming the result of a decision on the part of your Board of Education? (Please explain, indicating the Board's attitude as to their responsibility to supply such adult fare in addition to in-school fare.)

WE DO NOT CARRY EVENING BROADCASTS EXCEPT ON SPECIAL OCCASIONS BECAUSE OF LACK OF STAFF AND ENERGY.

Date JUNE 9, 1955

Signed Miss Juanita Jane Rucker

Director, W Y S N

Title _____

HEH:jy
6/7/55

November 22, 1955

TO: H. J. S.

With respect to identification of transcribed programs, Mr. Marks letter of November 18 states that this proposal covers only commercial broadcasts. Since the AM rules apply to all AM stations, the educational AM stations would also be governed by these rules. Since educational FM stations are covered by separate rules it is necessary also to amend the rules to cover this class of station.

I believe we should support the NARTB proposal since it is more general in nature and will cover the specific case made by ABC. If adopted it will, as I see it, practically eliminate the necessity of identifying Radio Network programs as transcribed.

C. S. B.

MEMO TO HJS

On September 19, the FCC amended Part 3 of its Rules and Regulations to permit remote control operation of AM and FM transmitters (Docket 11677) including non-commercial educational FM stations. All stations may be operated remote control regardless of power or whether directional or not. Since 1953, the FCC has permitted remote control operation for AM and FM stations using not more than 10 kw and omnidirectional antennas. The Commission has not changed the rule requiring a first class operator to be in charge of stations operating with a power in excess of 10 kw and with directional antennas. Applications for remote control will be considered on a case to case basis and the applicant will be required to show that transmitters and directional antenna systems are stable and in proper adjustment. Information submitted on stability will be obtained from an analysis of operating logs over a one year period and must include an outline of the maintenance practise of the station and the policy to be followed after remote control authorization.

Cecil S. Bidlack
10-17-57

CSB:jg

Post Copy

September 4, 1957

Mr. Leonard H. Marks
Cohn and Marks
Cafritz Building
Washington 6, D.C.

Dear Mr. Marks:

I am enclosing engineering comments on Docket 11331 as requested in your letter of August 27. I too wish that we had been able to spend some time together and discuss this matter. Since this is my initial effort at the preparation of such material, I trust that my comments are in proper form.

Since we do not have ready access to FCC hearing testimony due to our location, the preparation of such comments on FCC Dockets is no easy task. We are therefore dependent upon the trade press for much of our information on proposed FCC actions. We subscribe to the weekly FCC Reports which contain only selected decisions and reports. They do not ordinarily include dockets and 11331 was not selected to be included. I understand FCC does not mail this mimeographed material out but that it must be picked up on a day to day basis. Consequently we appreciate having copies of anything which may affect us. The Pike-Fisher reports are available in our Journalism Library but I do not know how fast the supplements are added to keep these up to date. At any rate I did not find the July 29 release included.

I am sending a copy of this letter and my comments to Dr. Burton Paulu. Dr. Skornia has read and concurred in them. If Dr. Paulu has comments or objections no doubt you shall be hearing from him directly.

I shall be out of the office all next week, returning here the evening of September 13. I shall be in Washington ~~June~~ Sept. 24-28 in case you believe we should discuss this further.

Sincerely,

Cecil S. Bidlack
Television Engineer

CSB:jg
CC: Dr. Paulu
Enclosure

Engineering Comments on Docket 11331

Cecil S. Bidlack
NAEB TV Engineer

(Comments of September 4, referred to above)

The National Association of Educational Broadcasters opposes the authorization of low-power television repeater stations operating on VHF channels. In its Memorandum Opinion and Notice of Further Proposed Rule Making of June 27, 1957, the FCC proposed to authorize UHF boosters to fill in shadows within the Grade A contours of UHF stations. Now it is proposed to permit boosters for VHF stations. We believe that the authorization of low power VHF boosters would be the beginning of the break down of the mileage separation tables of the TV allocations plan which would eventually see the VHF TV bands as interference ridden as the present AM broadcast band.

This proposal is especially dangerous to the coverage which can be realized by educational television stations. Of the twenty four non-commercial educational television stations now on the air, only four, two high band and two low band, are operating at maximum effective radiated power. Of the remaining 15 VHF stations only three have more than 50 kw ERP. Eleven ETV stations are high band VHF stations whose ERP's range from 15.5 to 50 kw with an average of 33 kw. Two other high band VHF stations have 138 and 275 kw ERP, while the two low band VHF stations now on the air have 56.2 and 9.55 kw ERP respectively. Few of these stations are operating with maximum permissible antenna heights. If on-channel VHF boosters were permitted it is conceivable that these stations might be pinned down to their present grade A contours and would not be permitted to increase to maximum power and antenna heights when the necessary funds for this expansion became available.

Two years have been devoted to experimentation by the Satellite and Low Power Committee of RETMA with translators and "reflectors" or on-channel boosters. All of the possible approaches to the problem of filling holes in TV coverage, on-channel UHF, on-channel VHF, translating or converting from one VHF channel to another and from one UHF channel to another. Experiments were also conducted translating from UHF to VHF and vice versa. It was found that all of these systems worked with varying degrees of success. In a paper presented at the Winter General Meeting of the AIEE (January 25, 1957) in New York City, Mr. Eward Galuska of Adler Electronics, Inc., New Rochelle, New York said:

"The results obtained through boosting VHF directly on-channel proved conclusively that while this system produced results, it could be made reliable with sufficient power to cover an average area only through the use of very special devices involving shielding between receiving and retransmitting antennas. On VHF this shielding to eliminate oscillation was extremely elaborate and costly. Also, there was a definite limit to the power which could be reradiated over the desired area. The separation

required between receiving and retransmitting antennas for VHF on-channel boosting became a handicap. As a result, the project to perfect this type of equipment was abandoned, as only marginal results could be obtained without an elaborate and costly installation.

"UHF on-channel boosting was found to be more workable since this isolation problem between receiving and retransmitting antennas was partially solved by the fact that antennas at these higher frequencies can be made more directional and also considerably smaller than the VHF antennas, resulting in less spacing between receiving and retransmitting antennas. In addition, higher output could be used because of the higher degree of isolation that could be achieved at low expense. Industry has great hopes for the possibility of utilizing UHF on-channel boosting. One of the problems is that considerably more data is required before the FCC can, in collaboration with industry, prepare a set of rules that will fit into the allocations plan and also produce the fill-in characteristics that are required to obtain a maximum fill-in with a minimum of interference.

"The system found to be most economical was the translator type of booster. Here the frequency retransmitted is different from the one received." ~~Almost any combination of UHF and VHF translation was found to be most straightforward from an engineering standpoint, resulting in the simplest installation and the lowest cost with the greatest reliability."~~

Since the interference potential of a television transmitter is far greater than its service potential, since the VHF television bands are already congested, it is our belief that the authorization of VHF on channel boosters may cause interference to many sets while serving only a few. This service can be provided under present FCC rules at low cost by translating to UHF without any possibility of interference in the VHF bands.

20
22 COMMENTS of Cecil S. Bidlack,
NAEB TV Engineer on FCC
Proposed Rule Making regarding
VHF Boosters.

~~Memo to H.J.S.~~

On August 31, we received a letter from Leonard Marks (dated August 27) requesting engineering comments on Docket 11331, Memorandum Opinion and Order dated July 29, 1957, granting the petition of Governor McNichols of Colorado ~~that~~ for Proposed Rule Making to consider the possibility of authorizing low power television repeater stations on VHF or UHF channels. On June 27, 1957, the FCC had proposed rule making for "on channel" VHF boosters under the same docket number but ~~that~~ after inspecting a number of illegal VHF boosters had declined to consider these because of their poor design and the lack of compliance with standards of good engineering practice. The FCC also believed that since ~~the~~ ~~common~~ it had authorized the use of VHF translators in May 1956 in Docket 11611 ~~that this~~ on channels 70 & 83 this was the best method of providing television service to isolated communities and sparsely settled areas. This docket also provided engineering standards designed to ~~protect~~ safeguard other important radio services from

interference which might be caused by boosters operated in the crowded VHF spectrum. Due to the fact that VHF channels for the television broadcast band are not in a continuous band and are interspersed with frequencies allocated for other important uses, including services devoted to the protection of life and property, requirements for VHF boosters must of necessity be higher than those applied to the UHF translators so authorized.

~~We there~~

I prepared engineering comments (copy attached) on Docket 11331 ~~from information available~~ and forwarded these to Mr Marks (with a copy to President Pantzer) on September 4 as he had requested these by September 15 since the filing date for comments had been set as October 1, 1957. Mr. Marks did not include (at that time in the material sent me) Docket 12116 Notice of Proposed Rule Making dated July 29, 1957, ~~covering~~ covering VHF boosters.

Since I was in Washington the week of September 16, I discussed these proposals with Cy Braun of JCET. JCET had filed comments supporting the authorization of UHF "on-channel" boosters. They had not filed comments

We visited the FCC where I obtained a copy of Docket 12116 which should have accompanied the July 29 FCC memo on 11331.

on the authorization of VHF boosters, preferring instead to wait ~~and file~~ until comments in ~~reply to those~~ favor of this proposal were on file. ~~and then submit~~ since 30 days had been granted after October 1 to file reply comments on the original comments. On September 26, ~~the FCC~~ ~~[illegible]~~ the time of filing original comments was extended by FCC to December 15, 1957 with reply comments due January 14, 1958.

I also contacted Mr. Marks by telephone and was informed that President Paulu had ~~decided to~~ recommended filing for the authorization of VHF boosters and that the matter would be taken up at the NAEB board meeting in St. Louis.

Although the comments forwarded Mr Marks on September 4, were written without the advantage of having Docket 11216 which contains the proposed rules, I still believe that the NAEB should oppose the authorization of VHF boosters. These ~~proposed~~ rules ~~to permit VHF boosters~~ would permit any qualified individual to operate a VHF booster ~~channel~~ station either on the same channel as the station

being rebroadcast or on another television broadcast channel. There is no limit proposed to the number of repeaters to be licensed to the same applicant. The proposed power limitation for a VHF repeater station is one watt input which will cover a very limited area, far less than the 15 watts output authorized WSM in their Lawrenceburg, Tenn VHF booster experiments. The report on this experiment indicates that design and installation requirements are extremely critical.

Under the rules proposed for the authorization of VHF-boosters, they may not be employed to extend the station coverage beyond its normal grade A coverage contemplated under the rules i.e. 5 megawatts at 2000 feet above average terrain. There is no such restriction in the proposed VHF rules. VHF Boosters are also restricted to the licensees and permittees of regularly assigned television stations as contrasted to the UHF proposal which permits anyone to operate the booster on his own or any other UHF-channel. VHF boosters must also

operate on the channel assigned the primary station and their power is limited to that necessary to provide a signal of 5 millivolts per meter at the furthest boundary of the principal community in the area served by the booster.

It is obvious that the proposed Docket ~~#~~ 12116 is primarily ~~a pole~~ to enable the proponents of VHF boosters an opportunity to demonstrate by the submission of engineering evidence that VHF boosters can meet the standards promulgated by the commission and can provide service to the public without causing harmful interference. Obviously if the rules are adopted the FCC can ~~also~~ close down the present unauthorized stations or not meeting standards. However it would seem they already have the authority to close down these illegally operated stations. ~~#~~

I have discussed this VHF booster proposal with several engineers who feel as I do that it is the opening wedge ~~in a~~ which may eventually result in a breakdown of present mileage separation requirements

and the present allocations plan. Surely until all educational stations operate with maximum power and antenna heights, authorization of a low power station "where the signal of a regular broadcast station is of such low intensity, due to distance or terrain shadowing involved is unusable" will limit the educational station to its present coverage unless the booster is installed to repeat the program of the ETV station. Under this proposal a repeater station could operate on a VHF ETV channel repeating the programs of a commercial station. because ~~provided~~ ~~it did not interfere with~~ there is no limitation keeping these repeaters within the predicted Grade A contours of the primary station as with the VHF boosters.

From an engineering point of view, therefore, supported by Cy Braum of JCET and other qualified engineers, I recommend postponement of any filing until we see comments for this proposal presently requested, I would think it a serious mistake

to file on behalf of VHF boosters, on the terms outlined in Docket 12116 ~~because of the~~ at this time. ~~because of the~~

October 19, 1957
CSB/HJS/—

4-15-58

F.E.S.-

I have examined the list of TV equipment outlined in the letter to Dean Caveny by Mr Radice and Mr Anderson. I note no lighting equipment is included unless it is in the "other desirable items".

Since I know nothing of the way in which this equipment is to be used it is a bit hard to advise whether its complete. If they plan to switch cameras to a single line, some type of switcher is indicated, I see none listed.

If the camera output is .1 volt rf DuMont states it will transmit up to 4000 feet without amplification, however neither they nor the list gives the type of cable used for this purpose. The prices listed are typical and in line with equipment of competitive manufacturers. GPL has a new line of closed circuit equipment, Kay-Lab also looks very good - they're demonstrating for the Urbana campus committee.

C.S. Biddock

Re Docket 11233 - and Kear and Kennedy comments

Proposed changes as regards bandwidth of AM and FM stations came as a result of complaints to FCC that--

1) Second harmonics of FM stations were causing interference in High VHF TV Band

2) Standard broadcast station harmonics were causing interference to government services.

No bandwidth limitations have previously been stated for AM and FM stations. Docket 11233 proposes a 20 KC bandwidth (10KC either side of carrier) for AM stations with any frequency more than 10 and less than 20 KC away from carrier to be suppressed to more than 25 db below the unmodulated carrier.

For FM stations a 240 KC band is proposed 120 KC either side of center frequency with frequencies more than 120 KC and less than 240 KC either side to be suppressed to more than 25 db below the unmodulated carrier. Spurious emissions are defined for AM as those over 20 KC away from the AM carrier and for FM those over ~~240~~ 120 KC away from the FM center frequency.

Proposed regulation defines amount of power which can be tolerated in spurious emissions. These also have to be measured with the transmitter feeding a dummy load to determine radiation from cabinet, power leads and control circuits with tolerance specified.

Also if interference to other AM stations is caused by modulation frequencies over 7500 cycles, licensee will have to limit maximum modulation to a level at which interference is not objectionable.

It seems to me the Kear and Kennedy comments are well taken and logical. I see no reason to doubt their statement that no equipment is available at reasonable cost to make the measurements required. They propose that the broadcasting industry determine whether the proposed limits are reasonable ones and suggest that time will be required to acquire the necessary data to prepare industry recommendations.

If the proposal is adopted it means that everyone of the present 2653 AM stations and 530 FM stations will have to make the measurements required to comply with commission regulations when many of them so far have created no obvious interference.

Cecil S. Bidlack
2-11-55

CSB:cr

Television Digest with ELECTRONICS REPORTS
WYATT BUILDING WASHINGTON 5, D C. • TELEPHONE STERLING 3-1755

Special Report
March 19, 1955

Cites Efforts, Urges Study

FCC Report to Congress on VHF-UHF and Network Problems

Full Text of Comments by Commission Majority Submitted to Senate Interstate & Foreign Commerce Committee March 18, 1955

Outlining Approaches to Problems Raised in Memoranda Prepared by Senate Committee Staff Members Harry M. Plotkin and Robert F. Jones

1. IN EVALUATING the current status of television broadcasting and in determining how it may best develop in the future, we think it essential to keep in mind the positive advances which have been made in the less than three years since the "freeze" was lifted. In July 1952, when the first post-freeze station was granted, there were only 108 television stations in operation; at the present time more than 425 are in operation. In 1952, 63 markets had one or more local stations—in most cases one; now there are over four times as many communities with their own television facilities, 100 of which have two or more facilities. The public's acceptance of the expanded television service has been overwhelming. The number of television receivers in the hands of the public has grown from 20 million to 35 million; and today almost 70 percent of American homes have a television receiver. The American people have already invested over $10,000,000,000 in television receiving equipment and the annual volume of television advertising, set sales, servicing and operating combined runs close to $4,000,000,000 per year.

2. We mention these figures at the outset to stress the fact that the problems raised by the Plotkin and Jones Reports are not whether we can develop an adequate television service—for we already have such a service. The problem with which these Reports and your Committee's study is concerned is rather how we can best insure the fullest development of the industry's potentialities in line with the needs and desires of the American public and the abilities and ingenuity of the American broadcasters. So much has been accomplished in so short a time that we cannot but feel optimistic that the remaining problems can be resolved through constructive planning and cooperation among all interested groups.

Allocation Plan Objectives

3. The Commission in formulating its national television assignment plan and the associated rules and standards in the Sixth Report, was seeking to promote several different objectives designed to provide television service and facilities to the nation. It gave first precedence to making available at least one service to all areas of the country; second priority to making a local facility available to as many communities as possible; third and fourth priorities to making second services and second local facilities available wherever possible; and allocated the remainder of the channels so as to achieve a fair, efficient, and equitable distribution of television service and facilities throughout the nation.

4. Many of the Commission's objectives have been largely fulfilled. While it is difficult to provide any precise figures, it is estimated that over 90 percent of the people of the country are now within service range of at least one station. A large portion of the public, perhaps as much as 75 percent, is within service range of two or more stations. Furthermore, 255 communities have at least one, and 100 of these have two or more, local television facilities in operation.

5. However, it is evident that there are substantial obstacles (for example, limited economic support) presently in the way of bringing a first local outlet to hundreds of small communities as well as in expanding the number of multiple, competing services in the larger economic and population centers of the country. A major obstacle is the high cost of television programming during this early stage in the development of the art, which makes the securing of a substantial amount of network and similar programming a prerequisite to successful station operation. Of even greater importance is the failure, thus far, of UHF stations to become fully integrated with established VHF stations into an economically sound nationwide television service. To a large extent these two problems—the securing of adequate programming and the UHF problem—intermesh.

VHF-UHF Integration Troubles

6. Thus, while there is some indication that many larger communities can support three stations when all of the stations are in the VHF band, these same communities may be unable to support at the present time three stations when only two of the stations are VHF and the third is UHF. The failure of UHF to become integrated with VHF is manifested by the fact that of 318 UHF stations authorized by the Commission, only one-third are presently in operation. Many authorized were never actually constructed. And the financial outlook for a number of the operating UHF stations is by no means bright. The plight of UHF has been discussed in detail in the presentation of Commissioner Hyde and other witnesses at the Potter hearings, as well as in the Plotkin and Jones documents.

7. It has been argued that the difficulties encountered by most UHF stations, and by some VHF stations, are the result of the inability of the economy to absorb the suddenly increased number of stations. We cannot, of course, predict the exact nature of the future development of the television industry, nor is it the government's function to create television service where there is no demand or economic basis for such service. It is essential, however, that television's capacity for future growth not be impaired by any artificial curtailment of channel space. To achieve its full potentialities, we believe television will eventually utilize a number of channels in the order of those presently allocated to it, just as AM broadcasting developed its present national pattern within the 107 channels allocated to that service.

8. The majority of the Commission agree with the conclusions reached in both the Plotkin and Jones Reports that the only practicable course of Commission action lies in doing what is possible to promote the present allocation plan utilizing both VHF and UHF channels. The addition of substantial new VHF space or the movement of all television stations to the UHF would involve such tremendous dislocation of existing operations and have such a severe impact on millions of viewers that such

action should be considered as a possible alternative only if Congress itself were to determine that the long-run benefits to the public required adoption of such drastic remedies. Therefore, the Commission has taken, and is contemplating, a number of specific actions calculated to enhance the potentialities for television's growth within the existing allocation system. No one of these moves, in and of itself, provides or is intended to provide any cure-all. But their cumulative effect, we believe, will be beneficial.

9. Thus, it is expected that the acquisition of UHF stations by certain multiple owners as a result of last year's modification of our multiple ownership rules will help to strengthen UHF in such markets as Milwaukee, Portland, Oregon, and Miami where such parties have recently acquired UHF outlets. Similarly, we believe the Commission's policy in permitting UHF satellite stations to rebroadcast programs of established stations in areas which might otherwise not be able to support a station will prove helpful. We also have two rule-making proposals under consideration which offer promise of facilitating the growth of additional television outlets and of maintaining existing stations. One of these would authorize low-power operation in communities of less than 50,000 population; the other would preclude the establishment of transmitter sites more than five miles from the city in which the station is authorized unless special reasons for such locations can be established.

10. As part and parcel of the same problem, the Commission is considering ways by which the cost of intercity transmission of programs can be minimized. It is attacking this problem in two directions: First, we have instituted rule-making looking toward the freer establishment of private intercity relay systems by the broadcasters themselves. In this connection, the telephone company has initiated suggestions looking toward the establishment by it of an off-the-air pickup service which the Company believes could be provided at charges substantially less than those required for direct network connections. At the same time, we are continuing to review the existing charges of the telephone company for direct intercity program transmissions and expect to be able to conclude the outstanding proceedings as to this matter in the near future.

'Selective Deintermixture' Approach

11. "Selective deintermixture" has been suggested as another possible line of approach. The Commission has been requested to reconsider certain actions it has already taken in this area to determine whether it might not be possible, with a minimum of dislocation of existing services, to insure that a number of markets become or remain UHF-only communities or are restricted to a single VHF station. The theory of such deintermixture is that it would provide for more balanced competition in the various communities, while at the same time strengthening UHF generally by increasing the number of "islands" of permanent UHF stability. The Commission is presently studying this problem to determine the feasibility of any such limited deintermixture—a study which necessarily involves such questions as the other VHF service available to the communities from outside and the effect that the elimination of VHF operations in some of the areas would have on rural coverage. We are unable at this preliminary stage in our consideration to offer any definitive answer to these questions. However, we are presently considering the circumstances, if any, under which such limited deintermixture may be appropriate in the public interest.

12. A related and highly important problem referred to in both Reports is the inability of most outstanding sets to recevie UHF programs. Of the 35,000,000 receivers in the hands of the public, only 5,000,000 are UHF equipped. We also note with some concern that less than 20 percent of the sets now being produced are all-channel receivers. It may well be that this lack of UHF receiving equipment, as well as the delay in developing high-power transmitting equipment, have been the most important single factors in the relative backwardness of UHF development.

13. The Commission has no direct regulatory authority over the manufacturers of radio and television receiving equipment which would enable it to require manufacturers to adopt any particular course of conduct. It is the Commission's view, however, that removal of the excise tax on the manufacture of all-channel receivers would conduce to the wider distribution and sale of all-channel sets and the Commission therefore favors legislation toward this end. In this connection, the Commission also believes that voluntary action by manufacturers looking toward the expanded production of all-channel sets to the greatest extent practicable would be extremely helpful in assisting the development of the UHF.

14. Over and beyond these specific measures the Commission believes that a general study by the Commission into the entire economic structure and operations of the television industry is essential. This study would include, but not be limited to, consideration of the respective roles of the networks, advertisers, agencies, talent, independent film producers and distributors, and other program sources as well as other means of distributing programs to the public. The essential objective of such a study would be to obtain for the first time a factual basis for evaluating the necessity and advisability of any action by the Commission, Congress or the Dept. of Justice in this area.

Network Problems in Study

15. In our opinion, the network problems referred to in both the Plotkin and Jones Reports cannot be considered by themselves but are inextricably interwoven within the structure of television programming. Only through a study such as we are proposing will we have a proper basis for evaluating the various types of regulatory proposals which have been suggested. While network programming is admittedly of crucial importance to profitable station operation at the present stage of development, the Commission believes that establishing an economic base for the growth of new stations lies not in any artificial restriction or redistribtuion of network programming but in an over-all expansion of all sources of programming.

16. The Commission has long believed that an over-all study of the broadcast industry—including a review of the network rules—should be made. The last such comprehensive study was conducted in 1938-1941 with respect to AM broadcasting and led to the promulgation of the Chain Broadcasting and Multiple Ownership Rules. We have informed both the legislative and appropriations committees of the Congress on numerous occasions since the end of World War II of the need for a new study. But we have also indicated—and here reiterate—that any such study by the Commission, if it is to be meaningful and productive, requires a high-caliber staff. This staff would have to devote full attention to the study. As a result, we would need to recruit immediately additional personnel in order to avoid disruption in the essential work of the Commission. Neither the Bureau of the Budget nor the Congress has seen fit to make available the funds necessary for conducting such a study; such supplemental sums as have been appropriated have been earmarked for application processing. No funds have been allowed by the Bureau of the Budget in our present budget proposal for fiscal 1956 to establish such a staff—though we had originally asked for funds sufficient to establish at least a skeleton staff to make a start on the problem.

17. It is the Commission's view that the type of study contemplated in this field cannot be completed within one fiscal year. We think it would be appropriate, therefore, for such a Commission study to be authorized and the funds therefor appropriated pursuant to a Congressional Resolution. This was done in the 1935 Telephone Investigation, at which time Congress specifically authorized the Commission's continuing study by a Resolution (Public Res. No. 8, 74th Congress). We are prepared to present to the Committee in detail the subject matter to be covered by the proposed study and the funds and staff required.

[Note: Comr. Hennock will file separate views at a later date.]

Television Digest with ELECTRONICS REPORTS
WYATT BUILDING WASHINGTON 5, D C. • TELEPHONE STERLING 3-1755

Special Report
March 12, 1955

$20 Billion-a-Year in Decade

The Electronics Industry: Present Rate and 10-Year Potential

Address by W. Benton Harrison, Vice President-Finance, Sylvania Electric Products Inc.

Before Financial Analysts of Philadelphia, March 10, 1955

MY TOPIC is the electronics industry, and the fact that you wish to devote a session to the electronics industry indicates that you believe electronics is an industry to *watch*, and that you believe it has growth potential beyond the scope of most other industries. It is my confirmed opinion that electronics is the fastest growing of all the world's major industries. In fact, the potential of electronics has been described as "the world's most promising technological revolution."

When I speak of the growth of electronics, I mean that its potential for growth appears without limit from the standpoint of new products and dollar sales, the expansion of companies already in the industry and the entrance of new companies, the vast number of new applications that will be found for electronic equipment and components, the increased strength that electronics will bring to our national defense, and the greater benefits it will bring to industry, commerce, the home, and the individual.

I am going to dissect the electronics industry into its integral parts, and try to predict the potential for each separate phase of the industry. First, however, I realize that security analysts demand a knowledge of an industry's definitions, and a complete showdown as to what methods were employed in analyzing an industry. Therefore, I think right off the bat we must have complete agreement on what we are talking about when we mention electronics, and, next, I think you should know something about the authenticity of the methods employed in this dissection of the electronics industry.

Definition and Scope of Electronics

The electronics engineers themselves generally despair of furnishing a simple definition of electronics that will provide the layman with a good understanding of what this field of electricity concerns. As a financial officer, I must confess I hardly know a volt from an ampere, and possibly many of you have just about as much technical knowledge as I have. At any rate, let's try a definition from the American Standards Association which says that electronics is "the branch of science and technology which relates to the conduction of electricity through gases or in vacuo." This means that the word electronics is applied to a device or tube designed to make use of electron emission, or to the equipment that employs these components, or to the science that employs this equipment.

What I am discussing today is the science that employs radio receiving tubes, special electron tubes, television picture tubes, and the so-called solid state crystal devices, such as the transistor. In other words, we are talking about such things as television, radio, and radar, but not about home lighting, or electric refrigerators or cake mixers.

Let me say at the outset that electronics is such an enormous subject that it would require a good many men a good many days to speak on all aspects of it. I might try, in a non-technical way, to speak on the technical aspects of electronics; or I might give you a blue sky talk about the multitude of things that electronics will accomplish in the years ahead; or I might even give you a talk about how Sylvania fits into the electronics picture. But there has been so little dollars-&-cents information available in the past, and since your interest lies chiefly in that dollars-&-cents area, I have elected to talk on the financial aspects of electronics.

The electronics industry is a relatively new industry, and it is growing very rapidly. Since electronics encompasses a vast multitude of products and systems; since new products and systems are being developed and introduced almost daily; since new companies are entering the electronics field all the time, I can assure you that it has been a monumental task just producing figures relating to sales volume. Until a year ago, no such figures were available; without sale figures, of course, it was impossible to hazard any conjecture about the future of the electronics industry, and where electronics was going was just anybody's guess.

How the Figures Were Compiled

About 13 months ago, however, Sylvania Electric's sales research department prepared for the eastern Regional Conference of the Society of Security Analysts one of the first appraisals of the present and future of the entire electronics industry. That appraisal, since it was an initial one, gave us a sort of platform from which to view the industry. And now, a year later, we have re-assessed the industry and come up with a new set of figures. With a bow to Sylvania's Sales Research Department, I think I can say that the figures and facts you will hear today are completely realistic, and should stand up over the next 10 years with only minor variation.

Since, however, you, as analysts, will want also to assess the credibility of these figures, I should take a moment to tell you how they were compiled. A sales research department couples known facts and figures from the past, with an analysis of current conditions and some crystal ball gazing to determine where the company's markets are weak, where they are strong, what sales methods should be employed, the ideal going rate of production for the months ahead, and many other points of information.

Much of the work is accomplished if we have reliable sources from which to draw historical and current facts. In the electronics industry, we are extremely fortunate in having the Radio-Electronics-Television Manufacturers Association, known as RETMA, which compiles the most exact and reliable industry reports that I know of. Let me say now, I believe our predictions can come to within at least 85% to 90% of accuracy, and possibly better, by an extension of past trends, and by the application of logic to known historical and current facts. We in Sylvania are not soothsayers, but we do draw certain conclusions from available information.

In discussing the various phases of the electronics industry, I shall touch first on the entertainment aspect, which includes radio and television. In this field, there is extremely reliable data available, and plenty of informa-

tion concerning correlative facts, such as the number of wired homes, the rate of family and new home growth, saturation points, and so forth.

In the field of electronics manufacture for national defense, there is good data available to the analysts, but it is neither as fluid, nor is it made available as frequently as that pertaining to the amusement field.

There is considerably less data available on the industry's past and present performance in the field of electronics manufacture for industry and commerce. However, because the industrial-commercial field has developed so much less rapidly than the amusement and defense fields, the sales and production totals do not constitute so important a percentage of the grand total, and, therefore, the absence of data does not seriously detract from predictions of the future of the industry as a whole.

In considering the amusement, national defense, and industrial-commercial aspects of electronics, we are thinking in terms of end products, which means that there are two corollary fields to be considered. One is the manufacture of the electronic components from which these end products are made. We can talk with confidence about two of the major groups of electronic components—radio receiving tubes and TV picture tubes—and have a somewhat less clear view of the other groups of components, such as crystals and special tubes. The other corollary consists of the developments that have made electronic end products possible, and our information here varies from excellent to not so good.

For instance, we have an excellent idea of the number of TV and radio stations, the extent to which police communication has been electronified, the number of short-wave taxi radios, and a great variety of specific data that are known because Federal Communications Commission licensing records are available. We have a reasonable amount of information concerning government purchasing for national defense in the past and its plan for the future.

At the low end of our communications line is information about developments that would help to furnish a trend in the industrial-commercial field. There is little data available on such things as the electronic computer business, developments in the application of electronics to industry, and the like.

Ahead: As Many TV as Radio Homes

One of the two major fields within the electronics industry today is entertainment electronics. Within the field of entertainment electronics, TV is, of course, monumentally the largest factor. A few of the gloomier economists have described the TV industry, as far as future sales are concerned, as past its peak. Actually, the TV industry is not past its peak. It is a brisk, zestful, very young industry that, believe me, over the next decade will have more growth in it than there has been growth from the inception of television to the present time. It is healthy and sound. Furthermore, 1955 will be no exception.

To illustrate this point, let us consider what trade gossip once had to say about the prospect for the TV industry in 1954. Dealers sold 6,400,000 TV sets to the public in 1953. This was an all-time record. When a period of rather severe inventory adjustment set in in the latter part of 1953, "the trade" mistakenly attributed this setback to a decline in buying by the public. So, when 1954 approached, this same "trade" glumly forecast that TV set sales to the public in 1954 would be somewhere around 5,000,000. What happened? Actually, the public bought approximately 7,300,000 sets last year, once again establishing an industry all-time high. The industry adjustment that began in 1953 carried over into the first part of 1954, but it wasn't long before that situation was entirely corrected. The inventory level, including factory, distributor, and dealer, as of last Dec. 31 was approximately 1,840,000 TV sets, and in my opinion this is just about the number of sets required to maintain the normal movement of sets through the various channels of distribution to the public.

We expect that some day there will be just as great a percentage of TV homes as there are radio homes today, and today there are 46,600,000 radio set homes in the United States. Of those radio set homes, nearly 70% also have a TV set. This high percentage figure, coupled with the fact that by the end of 1955 virtually the entire country will be within range of a good TV signal, means that TV is rapidly approaching the saturation point, which is the point at which virtually every home that is going to have a set already *has* one.

But don't let that word "saturation" mislead you. Let me point out that industries seldom exist on the basis of initial installation sales only. For example, how much does the automobile industry today rely on selling auto to persons who never owned a car before? Not very much. Initial sales rapidly are losing their importance in the television industry. Assuming marked significance are such factors as wear-out, obsolescence of sets, the number of new homes, and the coming era of second-set TV homes, just as today there homes with anywhere from two to a half-dozen radio sets.

Those are some of the factors that we think will contribute to an excellent TV year in 1955.

6,000,000 to 7,500,000 TV Sets Per Year

In fact, we believe that the public will purchase 6,300,000 black-&-white TV sets in 1955, in addition to approximately 100,000 color sets. Let's analyze that figure of 6,300,000 black-&-white sets. If only 4% of the sets now in use are replaced for reasons of wear-out or obsolescence, that means a sale of 1,300,000 sets. If population growth and establishment of new homes this year proceeds as expected, this might mean the sale of another 600,000 more sets than if the population and number of homes had remained static. The growth of the second-set idea might mean the sale of another 300,000 sets.

These figures—and I should like to say that in each category the estimate is *very* conservative—add up to a sales potential of 2,200,000 sets in 1955. Subtracting this from the predicted figure of 6,300,000 black-&-white sets, that leaves 4,100,000 sets to be marketed to established homes that never have had a TV set before.

As of right now, there are approximately 15,600,000 homes in the United States without a TV set. This means the industry will have to sell one in every four existing homes currently without TV in order to achieve our estimate of 6,300,000 black-&-white sets sold in 1955. That's not too tough an order, and I believe it will be done. Please note that I just said we were using conservative estimates of unit sales.

The average cost of a black-&-white TV set is $140 factory price. Therefore, if we sell a quarter-million more sets than we have estimated, that will mean an additional $35,000,000 to the industry; if we sell a half-million more sets than those predictions, that will mean an additional $70,000,000; and an extra million sets would add a whopping $140,000,000 to the industry's over-all volume.

As I mentioned previously, the prediction of our future market for TV sets rests entirely on assumptions which I believe are very realistic regarding the increment of saturation, the impact of the second-set home, and the normal wear-out or obsolescence of sets in use. Even though the number of non-TV homes declines appreciably each year, these factors indicate to me that the long-term potential for TV certainly will range between 6,000,000 to 7,500,000 sets per year through the next decade.

Add to this market, the normal healthy demand for home radio sets and auto radio sets, and it is apparent that we have a very healthy industry in those fields that are commonly referred to as amusement devices. The total factory door value of these devices has, in the past year, aggregated less than 1% of the public's personal consumption expenditures. This seems to be one more indication of the conservative nature of our predictions. Total TV set sales, for example, at the factory level, in 1954 were $1,050,000,000. 1954 was the biggest year yet recorded in the industry, and approximately 7,300,000 sets were sold to the public. This year, as already noted, unit sales will probably fall off a bit, but dollar sales will, at

the very minimum, be right around the $1 billion mark.

Looking farther ahead to the three-year period, 1958-60, we think annual sales may be around 6,900,000 sets, and that dollar volume will average around $1,200,000,000 a year. At the end of the decade, in 1964, it is likely that somewhere in the neighborhood of 7,300,000 sets will be sold, and that annual dollar volume will be around $1,500,000,000.

About 61% of Sets in Color by 1964

In other words, dollar volume of TV sets a decade hence will be 40% to 50% greater than it is today. The increase will, of course, be attributable to a steadily expanding number of color sets. While it is probable, we think, that no more than 150,000 color sets will be produced this year (and only 100,000 of them sold to the public), it is expected that something like 34% of the sets will be color sets in the 1958-60 period, and that by 1964, color will account for about 61% of all sets produced. As you can see, color is on the way, but it will be some time before color sets will be marketed in large quantities, and it will be at least six years before color set production catches up with black-&-white.

Has TV crowded home radio off the map? Hardly so. The manufacturers sold 6,400,000 home radios last year for a total volume of about $136,500,000, and it is expected another 7,000,000 sets, at a total in the vicinity of $147,000,000, will be sold in 1955. Market surveys show that more people than ever before are listening to radio and that during the daylight hours when the housewife can't stay in one room, the radio is turned on more frequently than the TV set. It seems indicated that over the 1958-60 period, nearly 7,800,000 radio sets, grossing over $148,000,000, will be sold each year, and that by 1964, 8,500,000 home radio units will be sold, at a total of nearly $162,000,000.

The sale of entertainment radios for automobiles will be linked very closely, of course, to the rate of automobile production. It does seem a certainty that virtually three out of every four pleasure cars will be equipped with an entertainment radio. Our researchers show that 4,100,000 auto sets, totaling nearly $103,000,000 were sold in 1954, and that another 4,300,000, aggregating $107,500,000, will be sold this year. Auto set sales in the 1958-60 period should average 4,800,000 annually at an average volume of $120,000,000. In 1964, it is expected 5,600,000 auto units will be sold at a dollar volume of about $140,000,000.

The Tube, Record & Phonograph Markets

As pointed out previously, we have excellent industry data on at least two of the very important components going into these electronic devices. I am referring, of course, to the receiving tube market and the picture tube market. Naturally those tubes which come with a new TV or radio set are included in the cost of the set and, hence, are not included in this report. However, we do consider the healthy market built around the installation of new tubes as replacements for tubes that have burned out. Before the war, the receiving tube business carried along at a rate ranging from $10,000,000 to $12,000,000 a year. But that market has expanded into a business, including both receiving and picture tubes, that exceeded $170,000,000 last year; is expected to be above $400,000,000 in the next five or six years; and will go to $575,000,000 or higher by the end of the decade ahead.

The last factor in entertainment electronics devices is records and phonographs, which should maintain a fairly level volume of sales of between $120,000,000 and $140,000,000 a year, at a minimum, over the next decade. In fact, I have heard the high fidelity market alone described as potentially a $200,000,000 business.

These totals are impressive. The electronics industry sold $1,400,000,000 in end products for entertainment purposes last year, and this year is expected to attain a volume equally large. But look ahead for just a few years! The average annual sale of entertainment devices, we believe, will increase to over $1,600,000,000 a year during the 1958-60 period, and by 1964 should come very close to $2,000,000,000. In a decade we shall have increased our entertainment sales by over 40 per cent!

We homebodies are apt to think of electronics in terms of these entertainment devices. Entertainment is but one phase—and a rather minor phase, at that—of the electronics industry.

Industry's Biggest Customer: Uncle Sam

By far the largest customer of the industry is the United States Government, and an overwhelmingly large percentage of government purchases is for the armed forces. Electronics has become one of the greatest weapons of war. Today, government purchases of electronics equipment comprise 6.3% of all government war expenditures. Within the decade, this proportion may increase to 10% or higher.

Much of the electronics work being done for national defense may not be discussed because of security reasons. Yet every day we read in the papers about new examples of the part electronics is playing in defense. The guided missile is an electronic weapon. The proximity fuse that explodes when it is close enough to a plane to cause damage, is an electronic weapon. So is radar, which is "the eyes" of fighting men at night and in times of bad weather, and which, also, tracks the target and fires the anti-aircraft and bombardment guns that formerly were trained by calculation or by eye and were fired manually. A bombing plane, for instance, contains thousands of electron tubes that perform a host of functions.

Defense purchases of electronic equipment last year are estimated at $2,300,000,000, and the total may go up another notch to around $2,500,000,000 in 1955. But, as the Army, Navy and Air Force become increasingly electronified, we foresee government purchases in the vicinity of $3,200,000,000 a year in the 1958-60 period, and at over $4,000,000,000 a year by 1964. These future figures are only estimates, and it is quite possible that government purchases could double over the decade. And, don't forget, this is based on the assumption of no shooting war.

The Non-Military & Industrial Markets

It is true that entertainment and military electronics offer a great future potential—but, then, production and sales in these areas already are immense. But there is one area of electronics in which the surface barely has been scratched, where most of the development work lies ahead, and which some day will compare favorably with the others in dollar volume. That is the field of electronics equipment for industry, commerce, and other non-entertainment, non-military uses.

The figures are not too impressive now: For instance, about $570,000,000 of sales in 1954, and an estimated $640,000,000 in 1955. But, by 1958-60, we anticipate annual sales in the industrial-commercial field will be running at the approximate rate of $900,000,000, and by 1964 the sales figures should be around $1,300,000,000 to $1,400,000,000. That is a gain of 130% or more within 10 years.

We all have read about the wizardry of the electronic computers that have been introduced, but those computers are not yet really common currency in offices, laboratories, and factories, as they will be some day. TV will be used for quality control and safety in the factory, and in the home will watch the kitchen stove and the nursery. Electronified kitchen ranges will make the cooking process virtually an automatic one. Many electronic devices are expected to take the hazard and discomfort out of highway travel. Electronic equipment will make airport operations virtually foolproof. These are only a very few of the reasons why we can say there is no ceiling on the potential of industrial-commercial electronic usage.

When all the foregoing is lumped together, it shows that the sale of all electronic end products in 1954 totaled about $4,300,000,000 and that this year the aggregate will be slightly higher. In another three years or so, over the 1958-60 period, we expect the end product total to exceed $5,700,000,000, an increase of 33%, and that by 1964,

electronic end products totaling about $7,400,000,000 will be sold. That means that within the decade, the electronics industry will have increased its end product sales by greater than 70%.

But we're not through yet.

Then Add Components, Mark-Ups, Servicing, Etc.

After considering all the end products manufactured in the electronics industry, there still remains a sizeable business in the production and sale of components for repair, which amounted to a volume of $670,000,000 last year, and will continue to grow as more and more end products are placed in use. These components include such things as tubes of various types, capacitors, transformers, resistors, speakers, dials, knobs, etc. It is estimated that repair parts sales this year will fall not far short of $800,000,000 while in 1958-60, the total should reach $1,250,000,000. By 1964, we expect this total to be in the neighborhood of $2,300,000,000, an increase of nearly 250%.

Another aspect of the over-all performance of the electronics industry is the revenue created by the sale of end products and parts through channels of distribution. You will note that where I have used dollar figures in discussing annual sales for various products, I have used totals calculated at "factory door" price levels. Beyond this, there is, of course, the "mark-up" which the distributor and the dealer places on the product. These revenues exceeded $2,000,000,000 in 1954, and will be on approximately the same level in 1955. By 1958-60, "mark-up" is expected to pass $2,800,000,000, and should rise to around $4,200,000,000 in 1964. At the same time, repairmen's service charges are expected to show a gradual increase from $925,000,000 this year to $1,400,000,000 ten years from now.

To round out the picture of the electronics industry, we must consider the broadcasting end of the business from the point of view of revenues. TV and radio broadcasting revenues in 1954 amounted to about $1,140,000,000, and should show a slight increase this year. It is predicted, however, that these revenues should average around $3,000,000,000 by 1958-60, and at the end of the 10-year period are expected to top $5,000,000,000.

A $20 Billion Industry in 10 Years

Thus we see that from the standpoint of sales and revenues, the electronics industry is today virtually a $9,000,000,000 industry. In the three-year period, 1958-60, total sales will come close to $14,000,000,000 a year. And, ten years from now, in 1964, we are positive we will be justified in calling electronics an industry with sales and revenues totaling over $20,000,000,000 a year.

That, gentlemen, is the electronics industry. It was virtually unheard of prior to World War II, except for radio. It came into its own during the war years and played a very great role in helping to win the war. After the war it sagged for a time, but gained powerful momentum suddenly with the advent of television and the upsurge in national defense.

I repeat, today electronics is a $9,000,000,000 industry; by 1960 it will be a $15,000,000,000 industry; and by 1964 it will be a $20,000,000,000 industry. That means that within a decade it will have more than doubled its present size. It is extremely difficult to envision any other major industry that will grow that fast between now and 1965.

NAEB

Engineering Newsletter

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

14 Gregory Hall Urbana, Illinois Phone 7-6611, Ext. 3394

NAEB ENGINEERING NEWSLETTER NO. 8

January 1957

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This is the first issue of the Engineering Newsletter for 1957 and the last one in this mimeographed format. Beginning with the January 1957 issue, the regular NAEB Newsletter is to be printed. This may help us to get these quarterly issues out more promptly, at least we hope so. In the printed version too, we shall be able to use photographs and line drawings which will enable us to illustrate articles more easily.

We have in preparation a paper on a two channel all transistor remote mixer-amplifier, designed and built by Donald K. Haahr of the staff of WOI at Iowa State College. This will be mailed to you separately since it will probably not be ready to go with this Newsletter. We also have in preparation a paper by E. D. Goodale of the National Broadcasting Company on phase, amplitude and aperture correction in television systems. This will be sent only to ETV stations and studios and to others upon request.

Work has been started on the revised Technical Directory. Many failed to return the forms sent to our mailing list on November 26. We don't want to leave anyone out so we're including these forms as the last page of this Newsletter. Please fill out both sides of this page as we need both directory data and test equipment information. Thanks.

Cecil S. Bidlack
January 9, 1957

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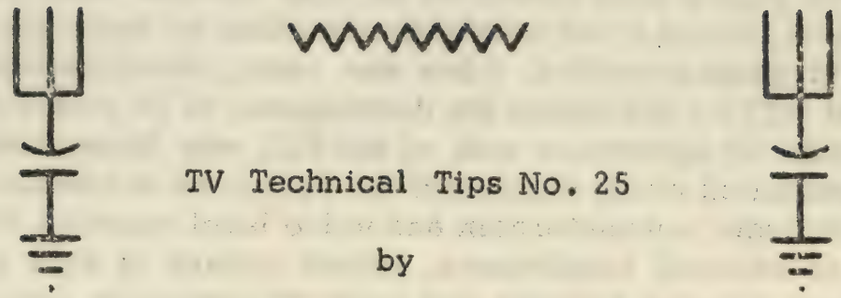

TV Technical Tips No. 25

by

Cecil S. Bidlack, NAEB TV Engineer

The Sixth Annual Fall Broadcast Symposium sponsored by the IRE Professional Group on Broadcast Transmission Systems was held in Pittsburgh September 14 & 15. In all, twenty papers of interest were presented, mainly to television station engineers. These papers will be published in the "Transactions" of PGBTS by the Institute of Radio Engineers around the first of next year.

Contrary to the often expressed opinion that IRE members speak only in mathematical equations, the papers presented covered some very practical problems in TV operation from sawtooth testing of audio amplifiers to video tape recording.

WBAL-TV has developed a method of preventing burn in on image orthicon tubes from which they expect to obtain a 25% increase in life of camera pick up tubes discarded for burn in. In essence their system employs a clock motor and a cam which rocks the lens turret, moving the image on the target of the image orthicon. The same motor also rocks a vernier of the horizontal centering control so there is no shift in centering on the camera.

The experience of WWSW in the use of non-rigid transmission lines was outlined. These lines are made in all sizes up to 6 1/8" and are lighter in weight than rigid copper lines with their fittings and bullets every twenty feet. They also offer the advantage of a continuous length of line from transmitter to antenna. The 6 1/8" line made in Germany, can be obtained in 1000 foot lengths, although transportation of this cable becomes a major problem since the length is wound on a reel with an outside diameter of 21 feet.

Three papers were presented on field strength measurements of TV stations, one on color television recording on lenticular film and one on video tape recording. A four man panel, which included Duane Weise of WTTW, discussed the development of TV studio facilities. The mobile TV monitoring unit of the FCC was demonstrated and a paper presented which discussed the equipment it contains. Other papers included automatic gain and video level controls, the reduction of co-channel interference, remote control of high power and directional antenna systems and color TV equipment measurements with a demonstration of the test signals used.

One hundred twenty two were registered for the two days' sessions from a total of 1034 included in this IRE group. One of the registrants was from an ETV station although NAEB and JCET were represented.

* * * * * * *

WQED has recently added a second studio and a master control to permit more flexible operation. A new 25 kw. RCA amplifier has been added to their transmitter to increase effective radiated power from 25 to 138 kw. Their full time technical and operational staff has been increased, too, to cover an expanded program schedule.

Two of the WQED TV cameras have been modified by Telecam, Inc. of 117 Fourth Avenue in Pittsburgh so it is possible to film TV programs simultaneously. A science program is being filmed in color requiring light levels in the neighborhood of 1000 foot candles.

A common lens system is being used with the light split in a mirror system so the major portion goes to the film cameras. The position of the image orthicon in the camera is fixed in the modification with focussing accomplished by moving the lens turret. The film cameras are self blimped and run continuously during the program. A monochrome kinescope recording is made for editing purposes, and sound is recorded on magnetic film.

The film cameras are mounted on the right side of the TV camera with the right camera cover removed. This permits access to all tubes in the video strip. We talked to Warren Smith and Bob Ferber of Telecam, Inc. who stated the TV camera can be connected back to normal

operation in 10 minutes. They envision a need for the Telecam system of filming in educational stations and will lease the equipment to others.

* * * * * *

Over 100 television engineers attended the 23rd Television Technical Training Program September 17-21 at the RCA Plant in Camden, New Jersey. Individual commercial and educational television stations, the armed services, three networks and several consulting engineering firms were represented. Educational television representatives were Ed Graham of the University of Georgia at Athens, Ga., Floyd Mallott of Indiana University, Prof. H.S. Heim of Purdue University and the writer. Representatives from Japan, Canada, Austria, Cuba and Colombia were also present to hear development engineers outline the latest technical features of RCA equipment.

Two days were devoted to television studio equipment, one half day to audio, one day to transmitters, one to antennas and transmission lines and a half day Laboratory tour to see much of the studio equipment in operation.

Future developments in television equipment were outlined by M.A. Trainer, Administrator, Broadcast Systems Planning, along the following lines.

1. Increased use of transistors to replace vacuum tubes
2. Improvement of light sensitivity of vidicon camera tubes
3. Video recording improvement
   a) Lenticular film for color
   b) Video tape before January 1, 1957
4. A single pick up tube live color camera
5. Automatic programming
6. Widespread closed-circuit Television applications

* * * * * *

While in Camden we were able to visit the WHYY-TV studios in Philadelphia. Their equipment was beginning to arrive with the first live camera on hand and the initial delivery of transmitting equipment. Their tower, antenna and transmission line are in place. The station

will be located in the building formerly occupied by WCAU and WCAU-TV and, when alterations are complete, will have a fine educational FM radio and television plant. Channel 35 expects to be on the air in late October with the FM transmitter now in operation.

* * * * * * *

The NAEB Engineering Service has secured two very fine papers on kinescope recording which we are mailing to the chief engineers of all ETV stations and production centers with kinescope recording equipment. One of these is a reprint from the January, 1956 SMPTE Journal "Television Studio Practises Relative to Kinescope Recording" by Harold Wright of the Canadian Broadcasting Corporation. The other, "Standardization and Control of the Kinescope Recording Process," is by Rodger Ross, also of the CBC. The CBC has kindly granted us permission to reproduce Mr. Ross' paper presented before the Rochester Section of the SMPTE May 15, 1956.

We believe our list of those operating kinescope recorders is fairly complete. If we missed anyone we hope you'll let us know so we can mail you these papers. Since we have a limited number of reprints, we cannot make general distribution of the first. The second we have mimeographed and will be glad to mail it to anyone who requests a copy.

* * * * * * *

We recently received a copy of the General Electric brochure "The Care, Handling and Adjustment of Image Orthicons." This brochure contains many suggestions to help you obtain maximum efficiency and longer life from your image orthicons. If you did not receive a copy, write to the Tube Department, General Electric Co., Schenectady 5, New York.

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Congratulations to George Murphy of the Auburn studios of the Alabama Educational TV Network! He recently received his professional engineering license to practise in the state of Alabama.

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TV Technical Tips No. 26

by

Cecil S. Bidlack, NAEB TV Engineer

We're very much impressed by the evidence we've seen of the expansion taking place in educational television. During the past month we've had the opportunity of seeing some of this growth first hand. In last month's column we mentioned Pittsburgh and Philadelphia. This month we want to outline what is happening in Denver, Seattle and San Francisco.

In Denver, Tom Morrissey introduced us to school officials and showed us their fine new plant which is partially completed. The new KRMA-TV studio will be located in an addition being built to the Emily Griffith Opportunity School. When these new facilities are completed, they will be able to leave their crowded temporary studio and bring the staff together under one roof with adequate office, work and studio space. We also visited their transmitter site atop Lookout Mountain where they are situated with Denver's three commercial TV stations at an altitude of some 2,600 feet above the city.

In Seattle, Loren Stone and John Boor proudly conducted us through their new building. Built at a cost of over $500,000, this building is shared with Drama, although facilities for each function are separate. Two TV studios have been provided: one 36 x 36, the other 36 x 60. Switching and audio control rooms overlook the studios from above with all video control equipment located centrally in one large room. Adequate space has been allocated for offices, film projection, set construction and storage.

KCTS is also beginning to get results with a kinescope recorder, built locally after over a year of experimenting. The recording camera has been designed for fast pulldown so as to permit an exposure of 1/30 second.

KQED in San Francisco is now in operation from its new studio location. At the time of our visit they had barely moved in and much

work remains to be done. However, when we arrived they were in the process of making a kinescope recording in spite of many handicaps caused by their recent move.

We were surprised to learn that the KQED kinescopes are made on contract. The recorder is mounted in a panel truck, the truck is run into the shop adjacent to the studio and there supplied with power, audio and video. Like the Seattle recorder, the camera was designed and made locally. It photographs a reduced size image on a 12k P4A kinescope.

KQED is also relocating its transmitter. At present it is on top of the Mark Hopkins Hotel. A new transmitter house is nearing completion and the transmitter will probably be moved during the Christmas school vacation. This will be quite a feat since it is located on a penthouse two floors above the "Top of the Mark." The transmitter will have to be dismantled, moved outside the building through a window, lowered several floors and again brought inside the building where it will be lowered by elevator.

* * * * * * * * *

We had hoped to be able to report seeing another demonstration of the Ampex Videotape Recorder at the SMPTE convention. Unfortunately there was no demonstration, but three papers on its operation were presented. One reviewed general principles of operation, a second described the FM modulation system used, and the third gave a detailed description of the switching system used on playback. At the time of the Convention, prototype models of this recorder had not yet been delivered to the television networks.

* * * * * * * * *

Kinescope recording is very much in evidence on the west coast with practically all network evening programs being delayed three hours by this process. Most of this recording is done on 35mm film, although at NBC a protection copy is also made on 16mm film. NBC is also recording color programs in black and white on the newly developed lenticular film recorder. We had the opportunity of seeing a demonstration of this film and thought the color and definition were excellent. However, we had unenthusiastic reports from others about some broadcasts they had seen that had been recorded by this process.

Perhaps ETV engineers should derive some satisfaction in knowing that network kinescope operations do not achieve 100% perfection regardless of the man-power, equipment money and experience gained from several years use of this equipment.

* * * * * * * * *

We talked with Frank Kelly of the J.A. Maurer Company, who gave us the impression that kinescope recording is not a thing of the past. The Maurer Co. is making a portable kinescope recorder for the Armed Services. Apparently his firm believes that there is a market for such equipment and is willing to spend the necessary funds for its development. We hope to have more detailed information in the near future.

* * * * * * * * *

The ultimate in rear screen projectors was the subject of a paper at the recent SMPTE convention. Paramount has developed a double frame, triple head transparency projector which cost $150,000. X2 lenses of 12-inch focal length were developed and used in an arc projector to provide a 19 x 30 foot picture. With a newly developed screen they can operate with higher light levels. Previously they were limited to 40 foot candles of light incident on the rear screen, but with the new projectors the limit has been raised to 100 foot candles.

* * * * * * * * *

We also saw a demonstration of the DuMont Electronicam in Hollywood. Recently this equipment was built into a mobile unit so it might be taken "on location" for making 35mm films. The camera control units and kinescope recorder used in editing are mounted in a bus. A separate trailer is used as a control room. Mitchell 35mm film cameras are used and the demonstration film shown was of excellent quality. The 7 1/2 minute excerpt from a 30 minute play was made in 5 hours actual camera time.

To those in educational stations who think this might be the answer to our kinescope recording problems, DuMont leases, does not sell, this equipment. For a single 35mm camera with electronic (image orth) view finder and the necessary controls and monitor the rental price is $165.00 per day. No quotations were given for the use of the control room and associated equipment.

TV Technical Tips No. 27

by

Cecil S. Bidlack, NAEB TV Engineer

A new TV resolution chart offered by RETMA features an increase of wedge resolution from 600 to 800 lines. It is printed on 100% rag stock paper of extreme whiteness and no gloss, has very flat blacks and grays. In addition, paste-on photographic gray scales are supplied. The price of the chart is $4, a set of four gray scales is $2. It is available from RETMA Engineering Department, 11 West 42nd Street, New York, New York.

(TV Digest)

* * * * * * * * *

We have what we believe are some interesting salary figures obtained from the Technician-Engineer, a monthly publication of the IBEW. The September, 1956 issue contains a tabulation of wage agreements of 89 radio and TV stations received at the IBEW International Office during the first 6 months of 1956 from all parts of the United States and Hawaii.

For 42 stations having a flat wage scale, the average weekly salary is $106.67, ranging from a low of $64 to a high of $152.50 per week.

For 47 stations having a sliding wage scale the average starting salary was $76.51 weekly, ranging from a low of $55.70 to a high starting wage of $102 per week. For the same 47 stations having a sliding pay scale the average top salary was $104.75 weekly, ranging from $72.50 per week to a top salary of $150 weekly.

Both radio and TV stations are listed. There are also a number of sound recording studios which are not included in the above sum-

mary. Network contracts also are not included in the list. From our perusal of this information, there is no distinction made between radio and TV pay scales. Network contracts make no distinction, either. However, we understand that many individually owned stations have higher scales for TV technical employees than for radio.

Only one educational station is included in this list, KETC, the St. Louis ETV station, where a flat scale of $130 weekly is paid.

* * * * * * * * *

There is need for a survey of salaries in educational radio and TV stations. This information should be tabulated and available to members upon request. It would be useful in many ways. The NAETB has salary information available from its member stations, but educational stations seem reluctant to disclose such information.

We realize there are many stations which combine teaching and station operation. This poses problems in submitting data for a salary or job classification questionnaire. However, it would seem that a realistic approach to the collection of salary and job classification data could be made. Surely some method of publishing this information could be devised to make it impersonal. Most state and city supported institutions are required to publish salaries of employees, and these reports are available to the general public, or at least to those curious enough to dig out the information. We feel this information would be useful in many ways to station managers in preparing budgets, in helping to improve the salary situation on different staffs, and in helping to keep talented, hard-working, dedicated people at educational stations.

* * * * * * * * *

The NAEB Technical Directory is in the process of revision. Data forms have been mailed to all those individuals on the Engineering mailing list. We'd like to make the directory complete, so we'll appreciate a prompt return of the data form.

We're also making an inventory of test equipment for both radio and TV. Questionnaires have been mailed to all Chief Engineers. We hope this will remind them to send us the information requested.

* * * * * * * * *

On November 24, WOSU-TV, Channel 34, televised the Ohio State - Michigan football game played in Ohio Stadium in Columbus before some 82,000 spectators. The announcement of this telecast produced a boom in the sale of UHF converters with some 2,500 converters per week being sold prior to the announcement that a local VHF commercial station had also been granted the right to televise the game. WOSU-TV officials estimate that its audience has been doubled by this athletic event. Many new watchers called the station offering congratulations upon its programming prior to the telecast of the game.

We watched the game on an all-channel receiver using only the built-in antenna in the receiver. We're happy to report that WOSU-TV picture quality was superior to that of the VHF station. Both stations used the same camera equipment and both transmitters were fed by microwave from the stadium - yet the UHF picture was better. Those football fans who put a radio play by play account with a TV picture should have been happy since the broadcast was simulcast on WOSU-AM-FM.

* * * * * * * * *

Positions available for engineers - write to Mrs. Judith Stevens, Placement Officer, 14 Gregory Hall, Urbana, Illinois, for information about the following:

A New York university has an opening for a Chief Engineer starting about January 1, 1957. Salary: $6,500. Prefer an engineer with a college degre, as he would have to teach.

A Minnesota university has two openings for experienced radio-TV engineers: an Assistant Chief Engineer - $5,616 to $6,828; a Junior Engineer - $4,620 to $5,616.

Next spring a 2-year, 12 million dollar national advertising campaign to educate people on the value of education will begin. Dr. Wilson Compton, president of the Council for Financial Aid to Education, Inc., said, "The aim is to show the need for money to raise the quality of education, not the Physical Plant." A national advertising agency and the Advertising Countil of America will handle the campaign through the mass media.

NAEB TECHNICAL DIRECTORY DATA

Station Call Letters_____ Date_____

Frequency_____ Transmitter Power_____ ERP_____

Licensee_____

Street and number_____

City_____ Zone_____ State_____

Telephone Number _____

NAME	TITIE	MAIL ADDRESS

11/19/56mfb

Signed_____

NAEB TEST EQUIPMENT QUESTIONNAIRE

Station _____ Date _____

AUDIO TEST EQUIPMENT AM-FM-TV	MAKE	MODEL
Audio Oscillator		
Noise and Distortion Meter		
Transmission Measuring Set		
AC Vacuum Tube Voltmeter		
Flutter and WOW Meter		
Intermodulation Meter		
Other		

RADIO TEST EQUIPMENT AM-FM	MAKE	MODEL
RF Bridge		
Null Indicator		
Field Strength Meter		
Recording Meter (associated with above)		
AM Detector for AM noise measurements in FM Transmitters		
Other		

TELEVISION TEST EQUIPMENT	MAKE	MODEL
Grating and Dot Generator		
Gray Scale Generator or Linearity Checker		
Video Sweep Generator		
Wide Band Oscilloscope		
Field Strength Meter		
Sideband Response Analyzer		
Visual Sideband Demodulator		
Fundamental Rejection Filter		
Other		

Signed _____

11/19/56mfb Title _____

January 31, 1957

Mr. M. McCabe Day, Director
Audio-Visual Center
School City of Huntington
Room 220
Huntington High School
Huntington, Indiana

Dear Mr. Day:

I have a copy of Harry's reply to your letter of January 23 and after reading your letter and discussing it with him I'm still not too sure what you have in mind.

I have before me the last available copy of a dittoed "Suggestions for School Station Planning" which includes floor plansof a number of school radio stations. This was compiled during the School Broadcaster's Seminar held at Allerton in June, 1952. It includes two diagrams from WVSH, a present studio and a new radio section to be added to a school. No doubt you have a copy of it and are familiar with the material it contains.

I believe that this contains some excellent material and that perhaps it should be revised and brought up to date so that iw would be available to answer inquiries which we receive from time to time for such material.

From a perusal of the NAEB Directory and an inspection of an Indiana map, a survey of the low power school stations in Indiana could be accomplished by automobile in a week's time. The same information might also be obtained by mail although many times questionnaire remain unanswered or leave many items in doubt.

I've just been putting some of my thoughts on paper. Perhaps with some clarification from you we can begin something specific towards accomplishing what you have in mind.

Yours very truly,

Cecil S. Bidlack
Television Engineer

CSB/mfb

P. S. Do you have a copy of "Low Power FM Radio" prepared by AVID which you could send us?

CSB

January 23, 1957

Mr. M. McCabe Day, Director
Audio-Visual Center
School City of Huntington
Room 220
Huntington High School
Huntington, Indiana

Dear Mac:

I'm asking Cec Bidlack to see what he can do on the floor plans and other items that might be provided as per the second paragraph of your letter. He has already prepared a mailer on "how to get a 10-watt station", as you know. With whom should he work on this?

Grants for radio are hard to come by. However, I'd guess existing funds could do all by the visitation part. We have applied for visitation and "exchange of personnel" funds in the past, and they've been turned down, both for TV and radio. But why not do all we can without this step, with each providing what he can?

I'm not sure that we're staffed to handle the coordination of materials for the manual you mention. But we'll sure do all we can, and hope that perhaps Jim Miles and the Public Relations Committee, and possibly Ray Cheydleur and the Research Committee might lend a hand in getting together something which might almost be a "text" in this area. If you or Betty can initiate, we'll help and expedite all we can.

Thought we had a fine time. It's always nice to renew our contacts with the heterogeneous constituency. It keeps us reminded of all the interests we need to keep in mind. Our thanks to you and all the loyal supporters we have in your region.

Sincerely,

Harry J. Skornia
Executive Director

HJS:dfc
cc: Burton Paulu
Cecil Bidlack
H. E. Hill
Jim Miles
Ray Cheydleur

School Stations

Gary	10 w
Greencastle - DePauw	
Huntington	10 w
Indianapolis	1000 w
Muncie	10 w
New Albany	500 w
New Castle	10 w
Wabash	10 w

Gary

Wabash-
Huntington } 1 day

Muncie } 1 day
New Castle

Indianapolis } 1 day
Bloomington
Greencastle

New Albany } 1 day
Evansville

23
D-2

SUGGESTIONS

for

SCHOOL STATION PLANNING

including

Several Station Diagrams

Compiled from a Survey

Conducted During the

SCHOOL BROADCASTERS' SEMINAR

at Allerton

June, 1952

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

The problem of facilities was discussed at the School Broadcasters' Seminar sponsored by the NAEB and held at Allerton House, Monticello, Illinois, in June, 1952.

An important conclusion from the discussion was that the size and arrangement of an educational radio station depends upon the individual situation: how much space was available, what is the appropriation, what kind of equipment, the size of the staff, etc.

A survey was taken among the broadcasters to obtain their suggestions regarding school station facilities and equipment. Their suggestions are contained in this booklet along with rough plans of individual stations.

Adequate and properly arranged space was found to be the primary factor in planning studios, control rooms, and offices for an educational radio station. Other important factors to be considered are the quality of station equipment and the amount of such equipment.

While the broadcasters agreed on the important questions of equipment and quality, it must be remembered that each individual situation demands individual planning.

PLANNING SPACE

I General Recommendations

A. Centralize the station's quarters.

B. If the station is in a school building, it should be fairly separate from the general activity of the school.

C. Arrange for more space than you think is needed.

D. Provide for future expansion of
1. Studios
2. Control Rooms
3. Offices
4. Storage space

II Control Rooms and Studios

A. Each studio should have its own control room.

B. Start with at least 2 studios and 2 control rooms.
1. Studios should be fairly large
2. Each control room with its own console

C. Another studio and control room for rehearsal and production.

D. An audition room for hearing tapes and transcriptions should be separate from other studio operations.

E. A separate room for class work, writers' workshop, student staff, or committee work.

F. A direct route is needed between the control room and the studio.

G. Build any new studios with TV in mind.

III Storage space

A. A very vital factor in planning.

B. See diagrams as to some arrangements.

IV Offices

A. Should be apart from studio space.

B. Provide private offices for as many key personnel as possible.

C. Secretarial help and equipment should be apart from the school's commercial classrooms. Provide adequate space.

V Miscellaneous

A. Large cloak room for personnel and visitors to the studios.

B. If possible, an outside entrance and parking space.

C. Sound absorbing floors in studios and control rooms.

PLANNING EQUIPMENT

I General Recommendations

A. Schools should be directed in purchase of equipment that matches station's units.

B. Information regarding units should be made available to those in need of such advice.

C. Closer correlation with those who sell equipment.

II All equipment of high quality.

A. Equipment should be matched, i.e., RCA turntable with RCA console.

B. 2 to 4 or more professional tape recorders.

III Receivers

A. Insist on FM and TV receivers in classrooms as necessary to successful broadcasting.

B. TV sets should have FM radio built in.

IV Large repair shop

Equipment

Studio Console

The school stations participating in this survey use consoles with from 2 to 6 inputs. The brands most mentioned were:

Western Electric
RCA (76 B 4)
Gates

Turntables

The number of turntables in the school stations range from 1 to 7 per station. The most common number per station were 2 and 4. The average is 3.

In addition to turntables in the studio, some stations have turntables at the transmitter, 1 or 2 for audition purposes solely, and a portable turntable for remotes.

RCA and General Electric are brands most mentioned.

The turntables should be capable of playing both lateral and vertical cut records at 78, 33 1/3, and 45 rpm. The tables shouldaccommodate all sizes of records and transcriptions. Appropriate pick-up arms should be considered.

Tape Recorders

The number of tape recorders per station range from 1 to 6. Most stations have 2, while the mean is 3. All the stations agree that at least 2 tape recorders should be available in a station, while 4 to 6 is more ideal.

In addition, 1 to 2 portable tape recorders ought to be available for remote use.

The brands mentioned were:

Magnecorder (PT 6 J)	— Used in 10 stations
Brush "Sound Mirror"	— Used in 4 stations
Webster	— Used in 2 stations
Pentron	— Used in 1 station

Disc Recorders

Of the stations surveyed, six stations had 1 disc recorder; five had 2.

The brands most mentioned were:

RCA
Presto
Scully
Fairchild

Sound Trucks

The majority of school stations possessed only 1 sound truck, although there were one or two that had 2. These sound trucks were equiped with a filter.

Microphones

The number of mikes per station ranged from 4 to 10. The mean average was 7; the mode 8.

The types most mentioned were:

RCA 44 BX	(Velocity)
RCA 77 D	(Polydirectional)
RCA 88 A	(Pressure)
RCA 74 B	(Velocity)
Western Electric 639 A	(Cardiod)
Western Electric	(Dynamic)
Western Electric 630 A	(Eight-ball)

Remote Equipment

Many of the stations have remote equipment in the form of portable recorders, or knobs and signal lines to each planet as the gym, the music room, the athletic field, the mass room, the auditorium, and the board room. One station has on order mobile relay equipment.

Miscellaneous

Several of the stations subscribe to a transcription service.

Two stations have a news ticker.

Most of the stations have either a piano or a Hammond organ.

PLANNING VENTILATION AND HEATING

I Ventilation and heating should be adequately planned when the studios, etc. are first planned.

A. Special care for studios, control rooms, storage space, and offices.

II No motors or mechanisms near studio or control rooms.

MISCELLANEOUS

I Consultants

A. Engage professional consultants as soon as possible.

B. Ask advice of other school station managers and engineers.

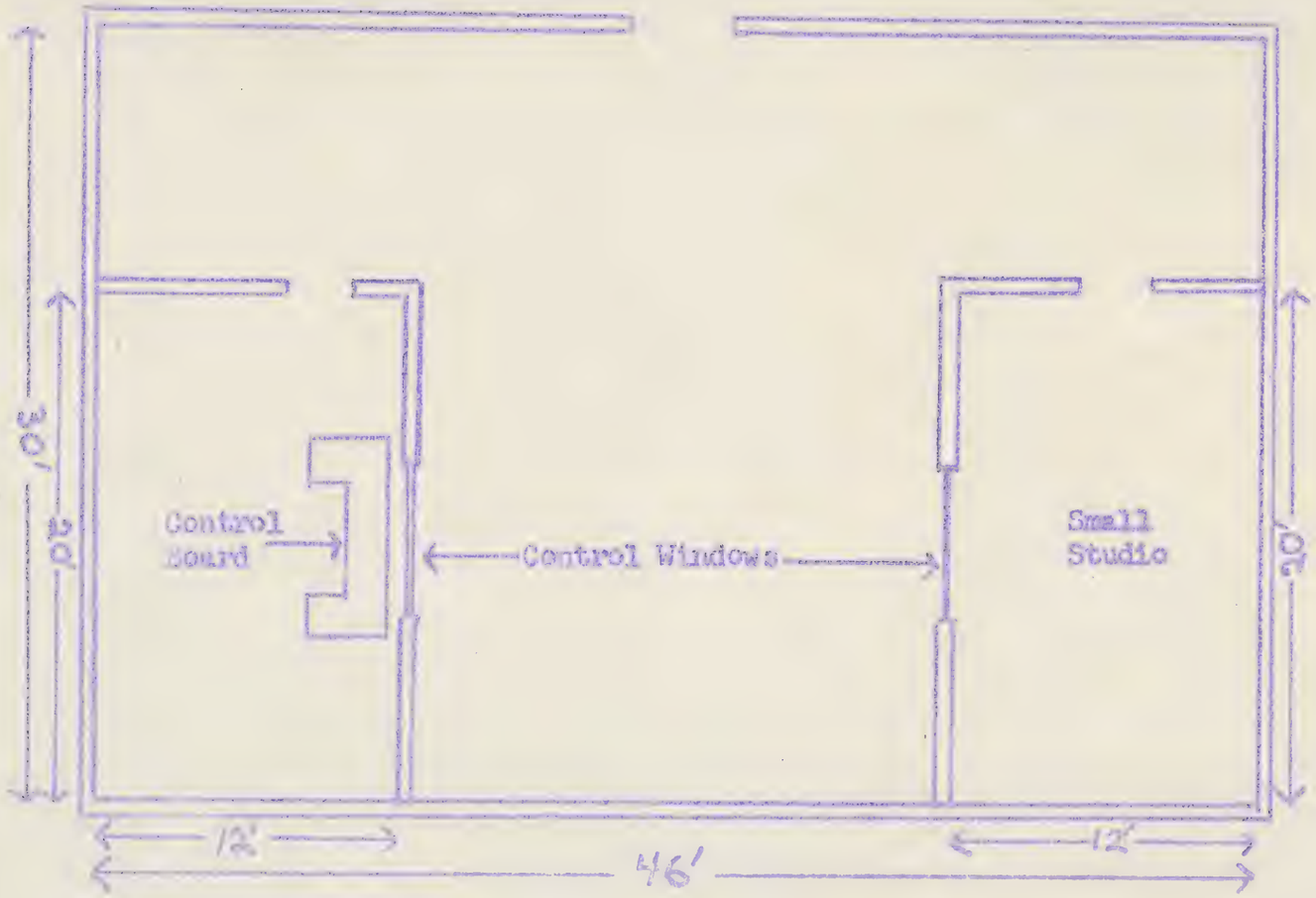
II Promote purchase of equipment, etc.

III NAEB should sponsor an engineering seminar.

10 Watt School Station

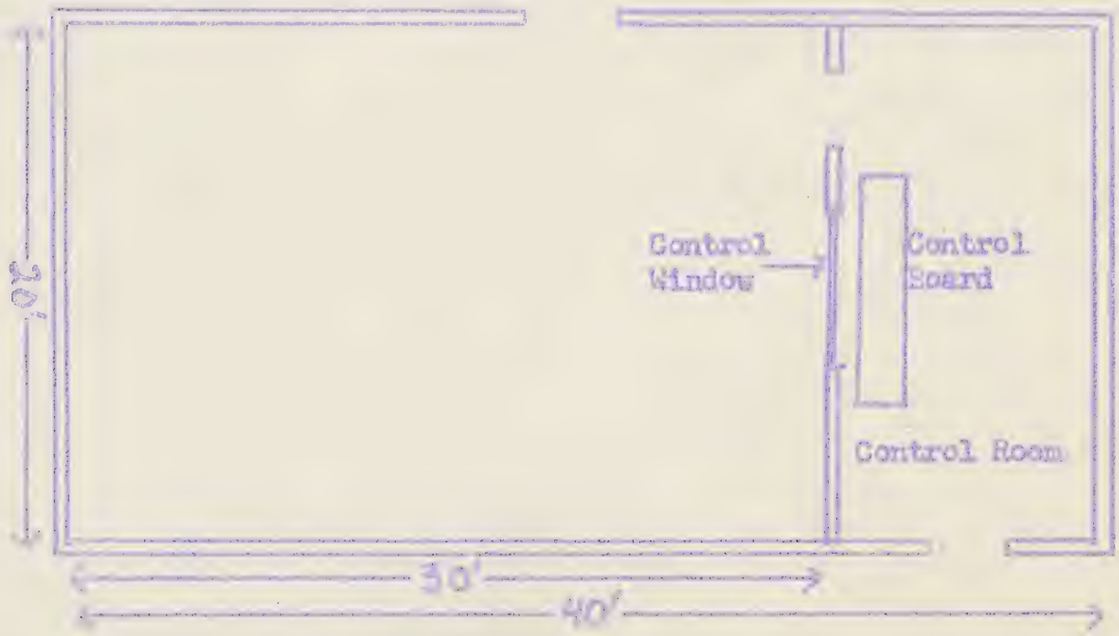
WQPS
Greensboro, North Carolina

Scale: 1" = 8' 0"



Radio Production Shop

Note: A 50' x 30' studio is located directly above Shop.

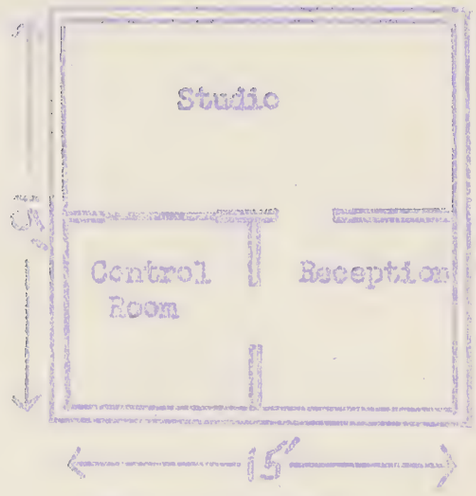


Remote Studio FM Loop — J. C. Price School

10 Watt School Station

WVSH
Huntington, Indiana

Scale: 1" = 8'0"

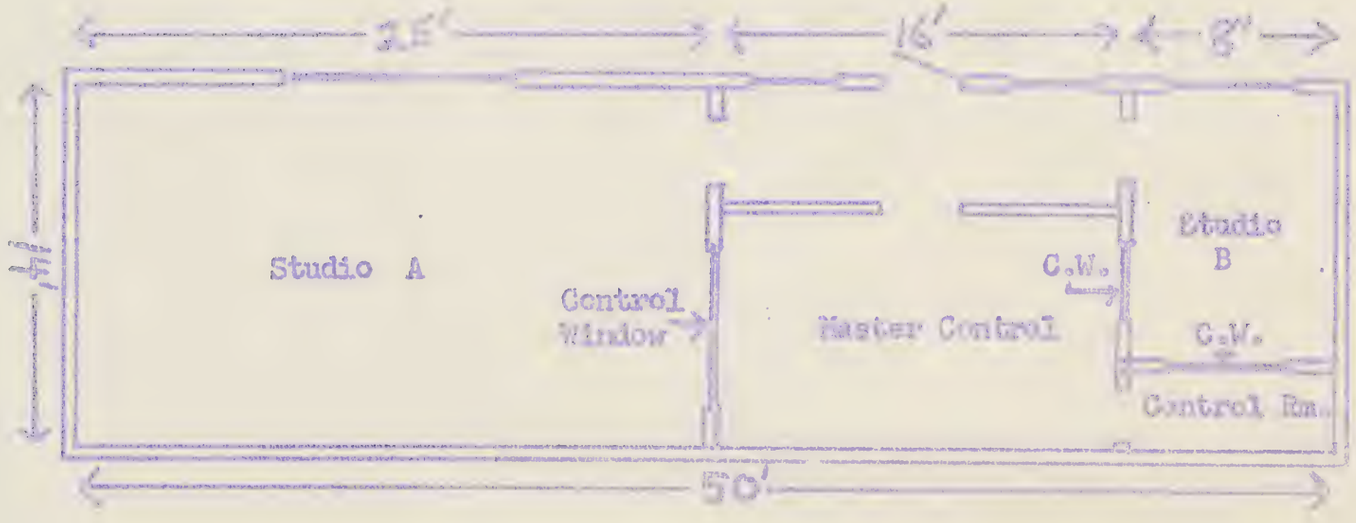


Present Studio

The plan below is of the studio and control room section of a new radio section to be added to the school.

Also to be in the new addition:

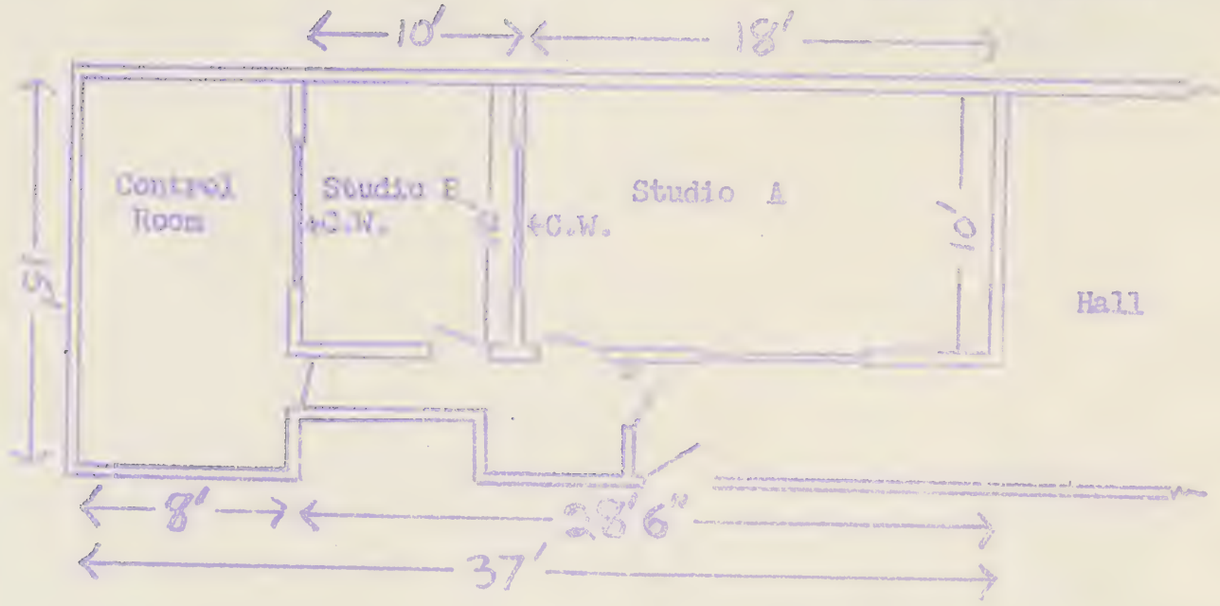
1. Radio Workshop Classroom
2. Record Room
3. Remote Booth in School Auditorium
4. Audio-Visual Radio Office



10 Watt School Station

WMHI
Muncie, Indiana

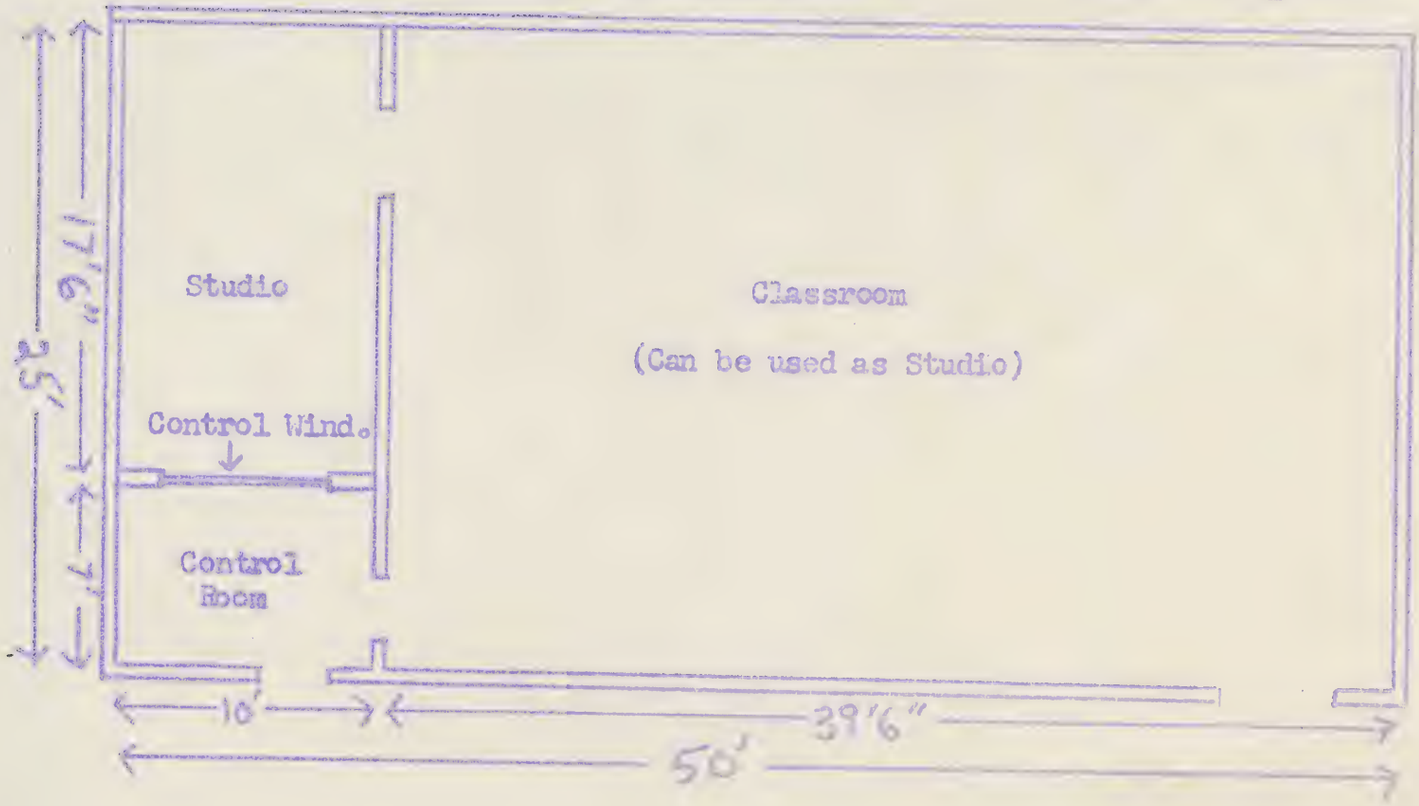
Scale: 1" = 8'0"



10 Watt School Station

WYSN
New Castle, Indiana

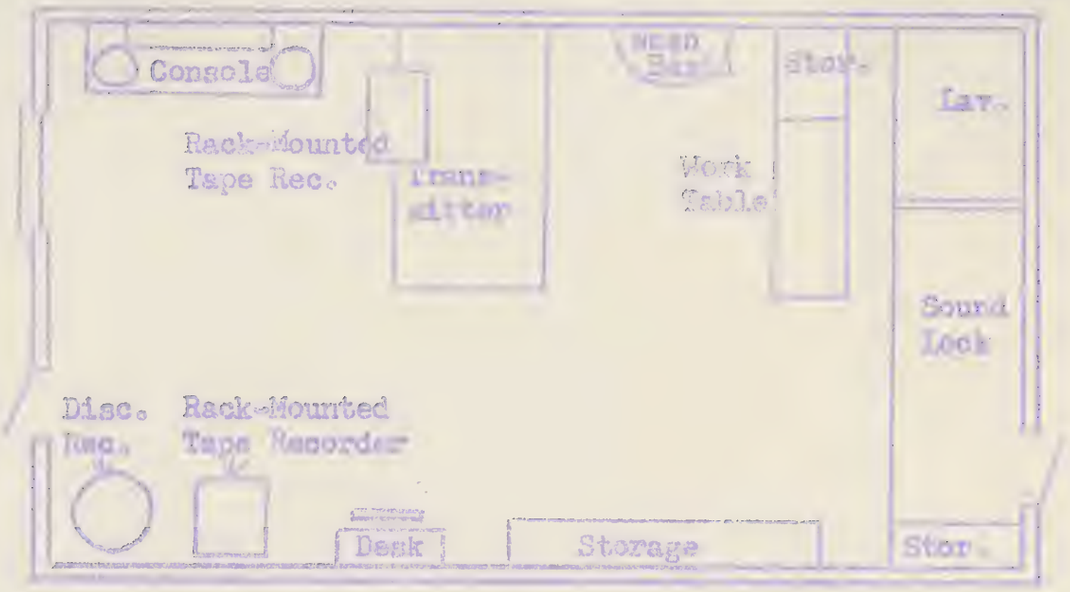
Scale: 1" = 8'0"



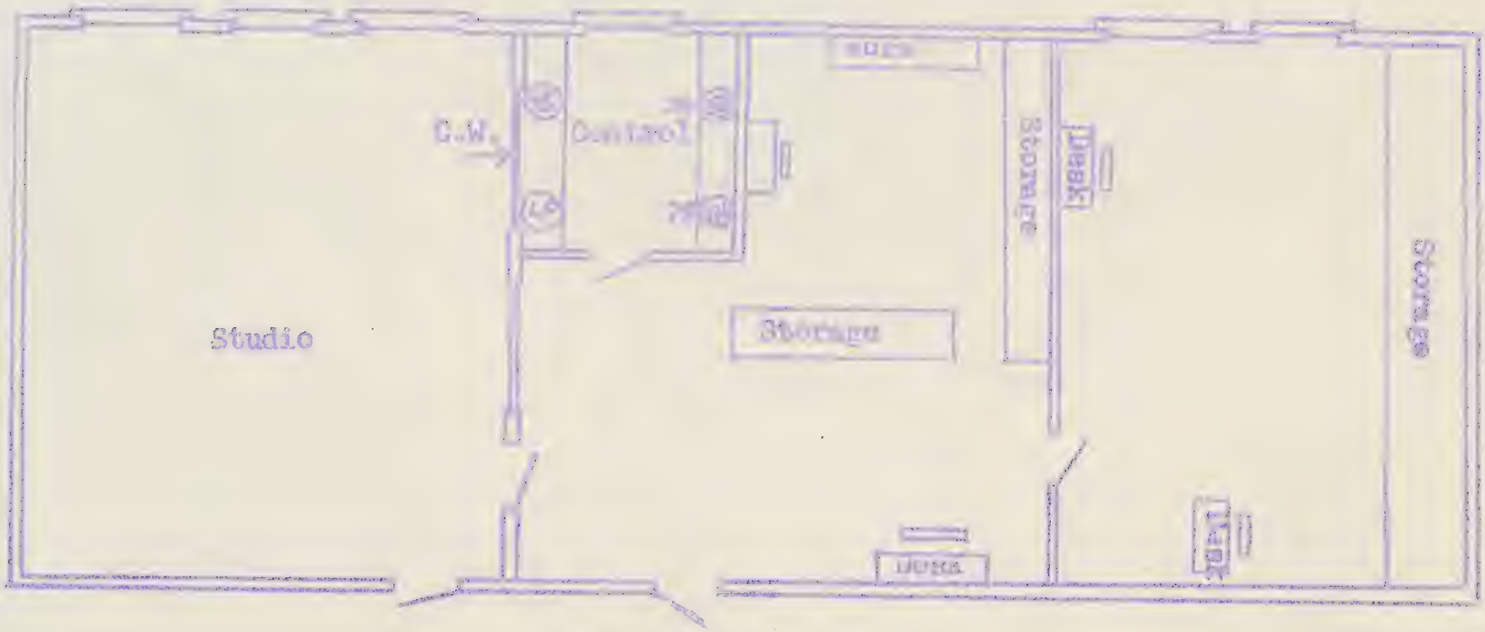
250 Watt School Station

KBPS
Portland, Oregon

Approx. drawn. No Scale



Transmitter Room

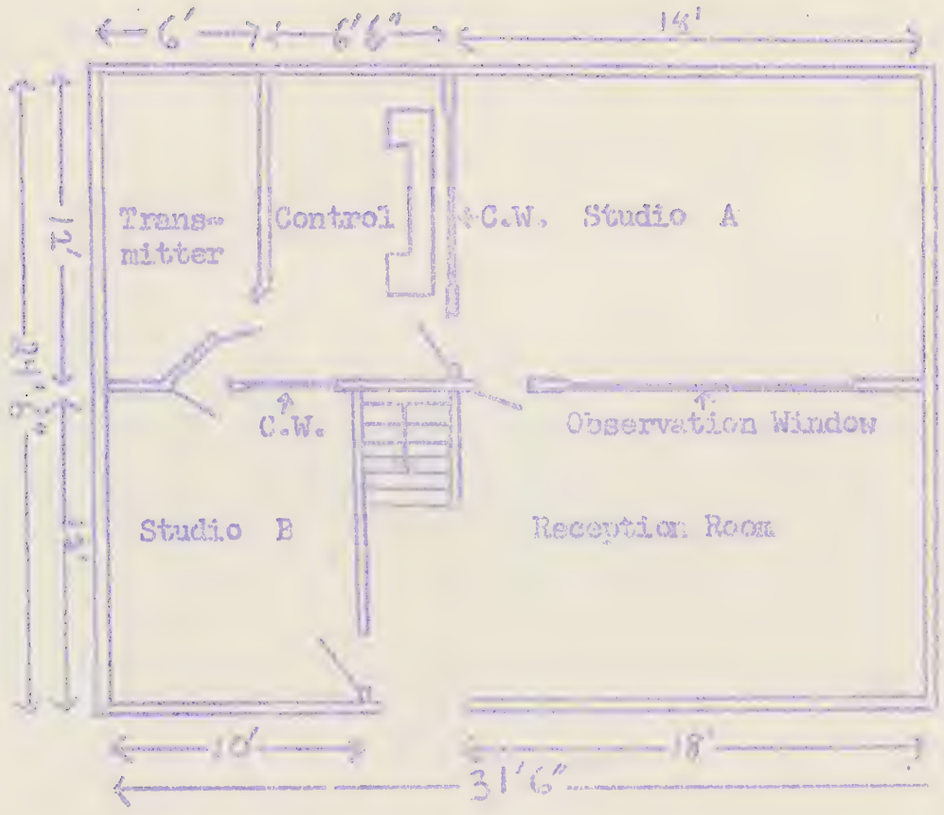


Studio and Offices

(These two have been separated by a block and a half.)

350 Watt School Station

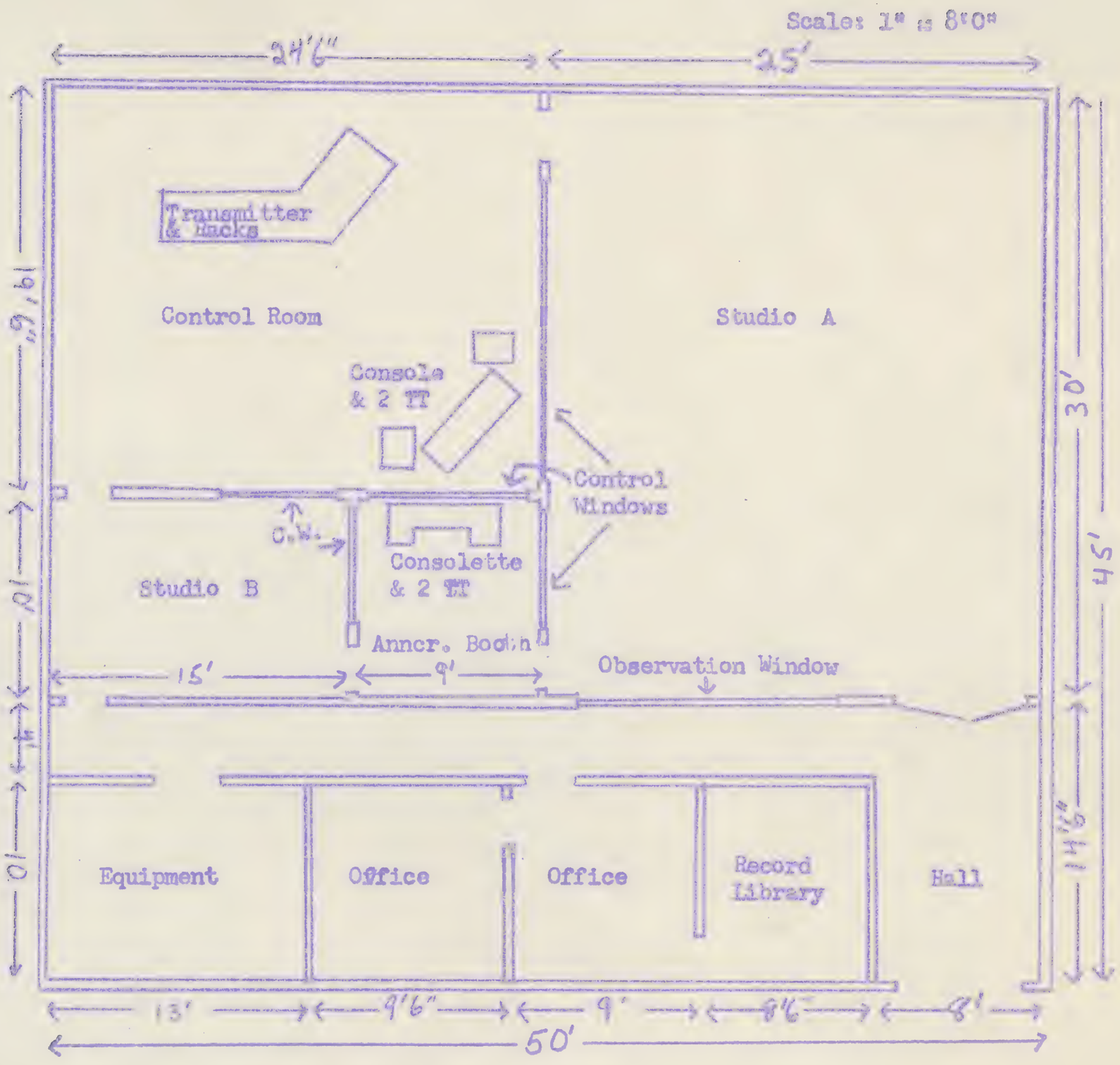
WSHS
Floral Park, New York



Scale: 1" = 8'0"

400 Watt School Station

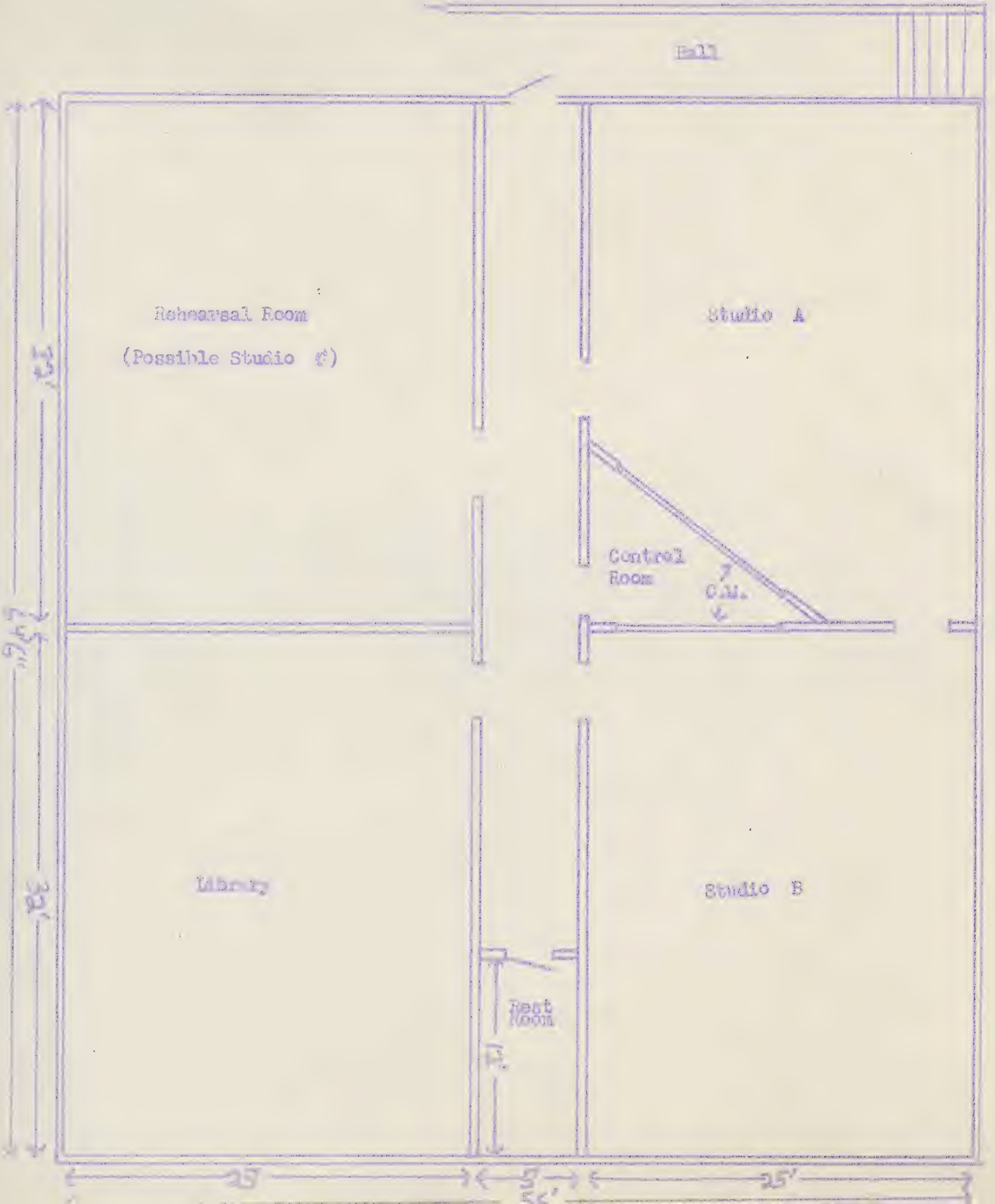
KSDS
San Diego, California



1230 Watt School Station

WTDS
Toledo, Ohio

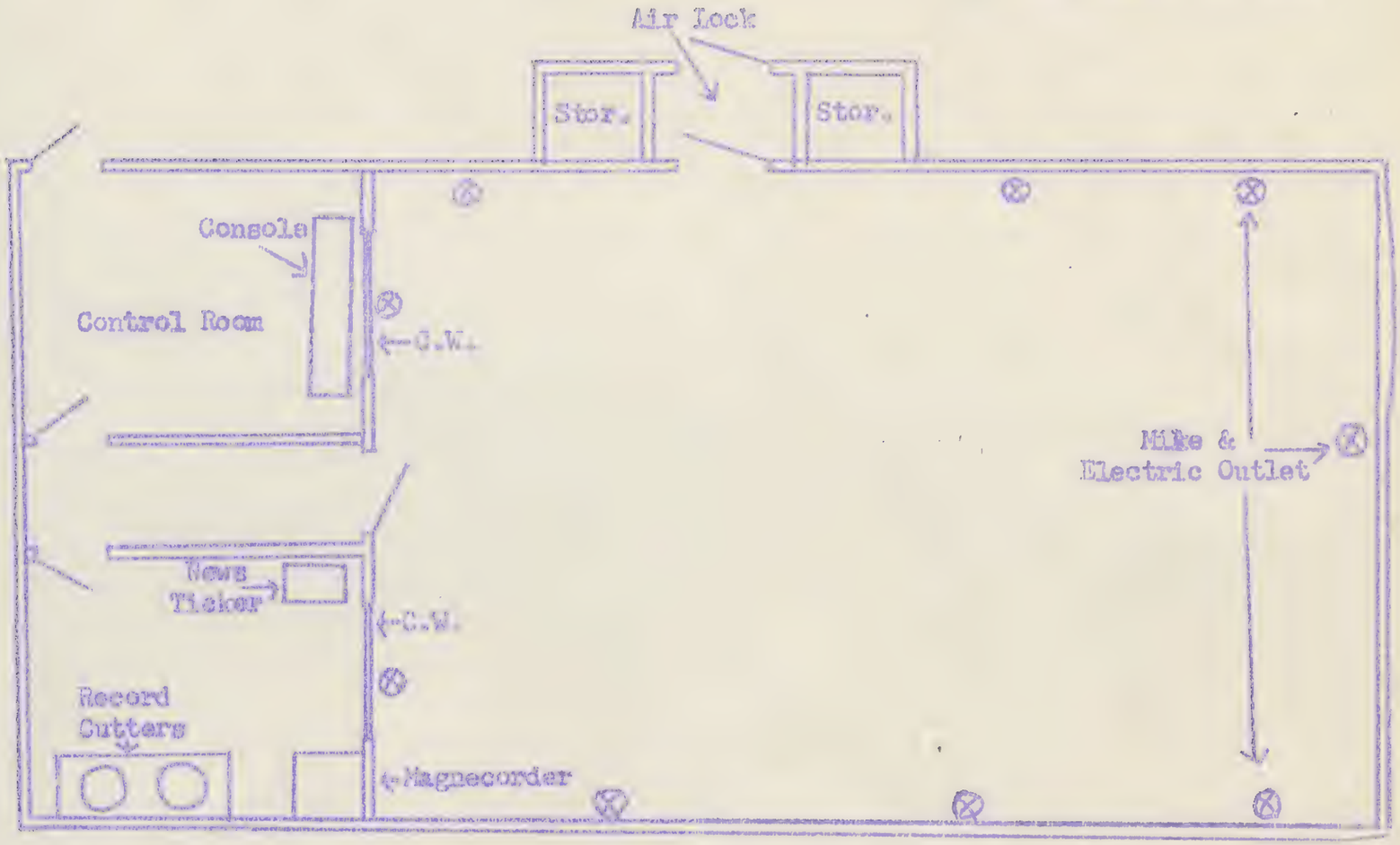
Scale: 1" = 8'0"



1500 Watt School Station

KDPS
Des Moines, Iowa

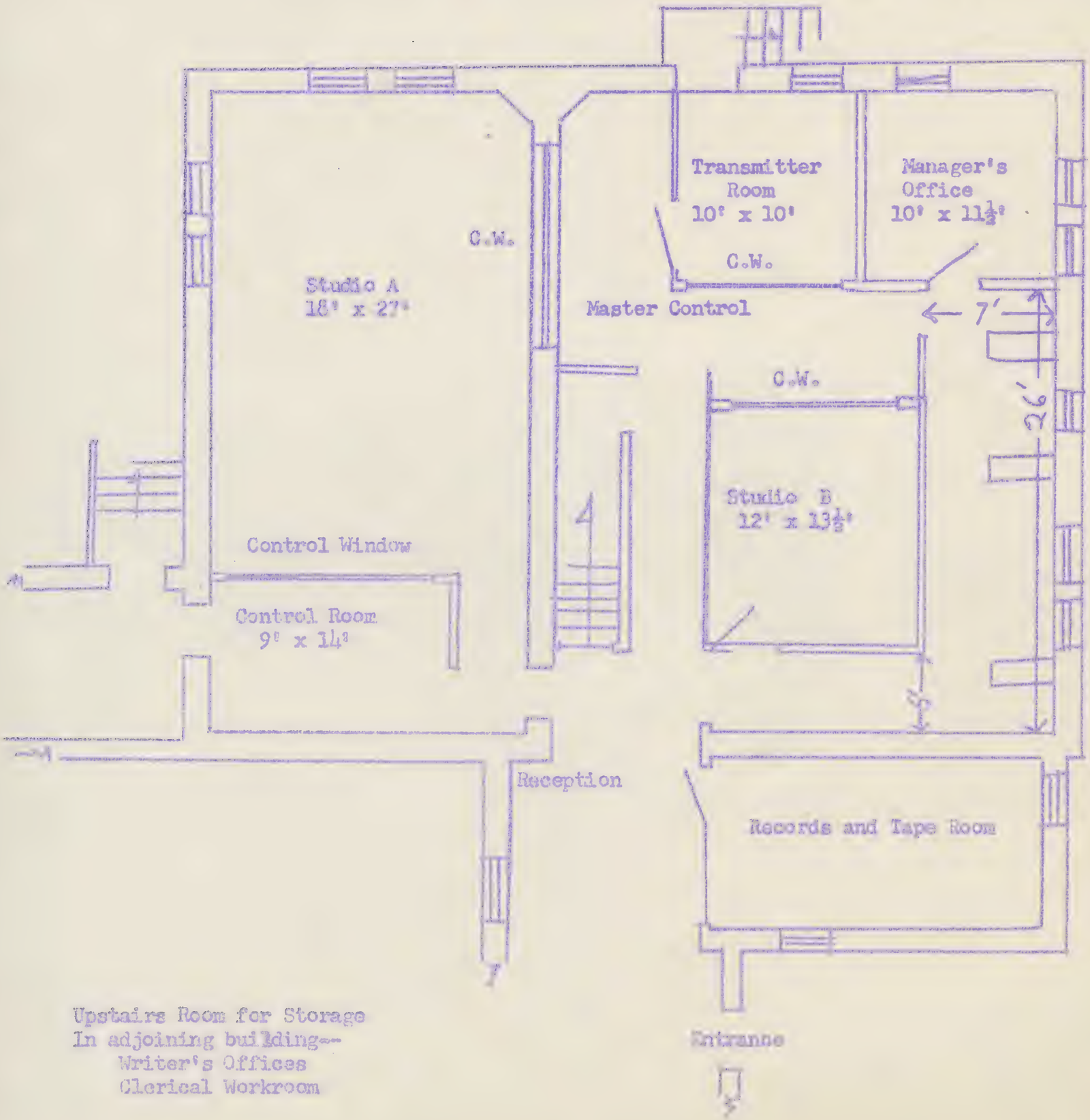
Approx. Drawn. No Scale



2500 Watt School Station

WFBE
Flint, Michigan

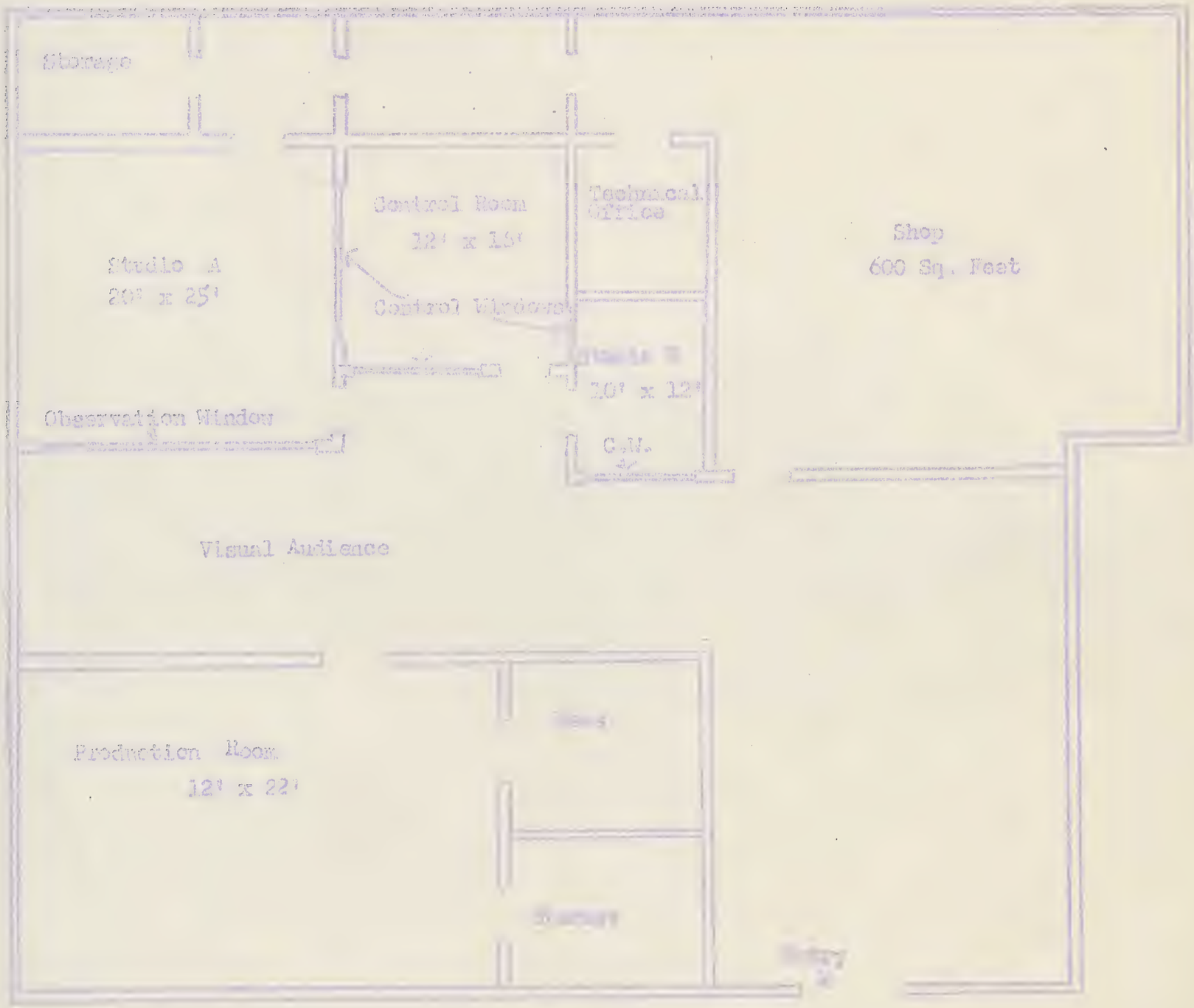
Approx. Scale: 1" = 8'0"



Upstairs Room for Storage
In adjoining building--
Writer's Offices
Clerical Workroom

Tacoma, Washington

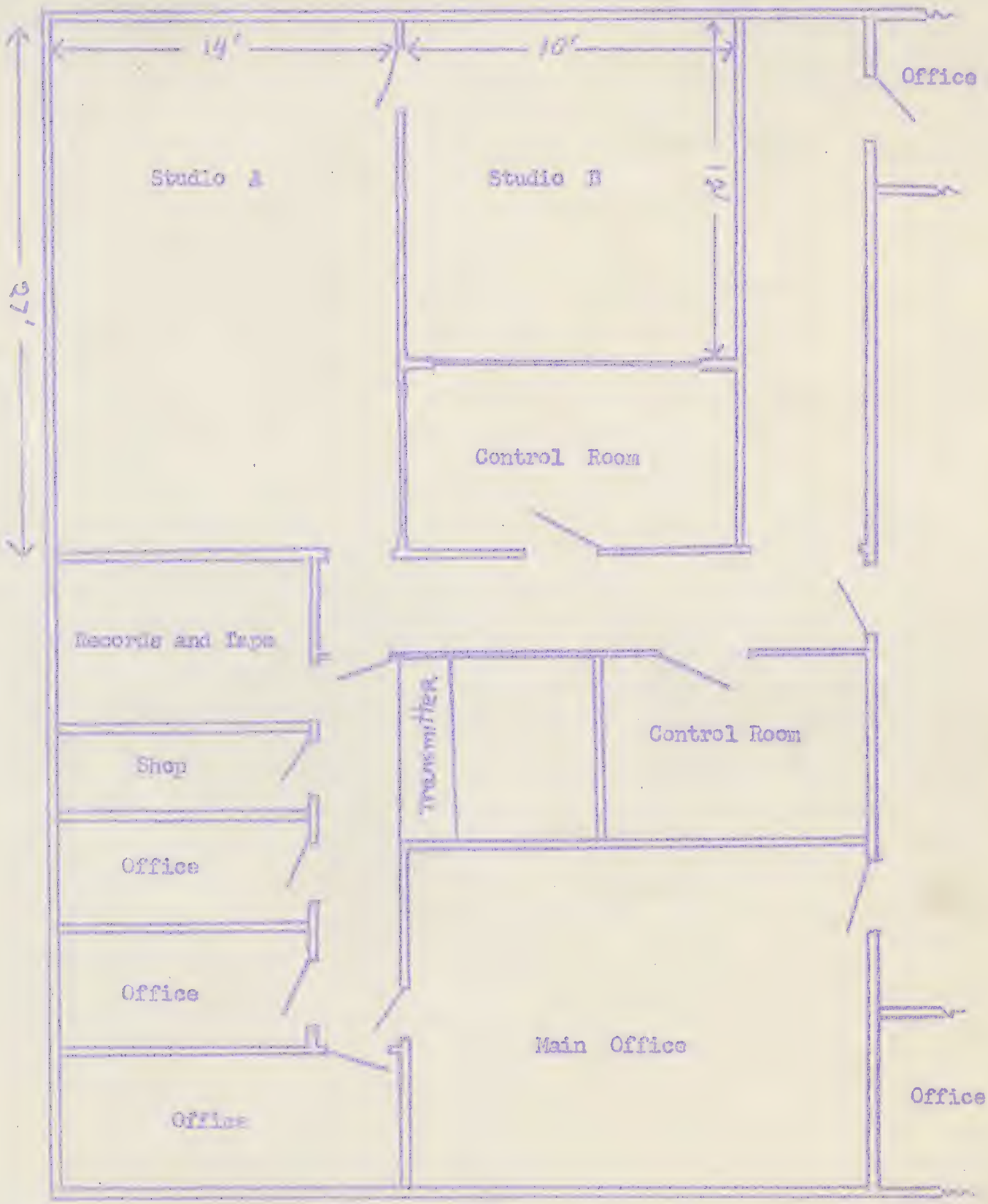
Approx. drawn. No Scale



[illegible] Hatt School Station

WABE
Atlanta, Georgia

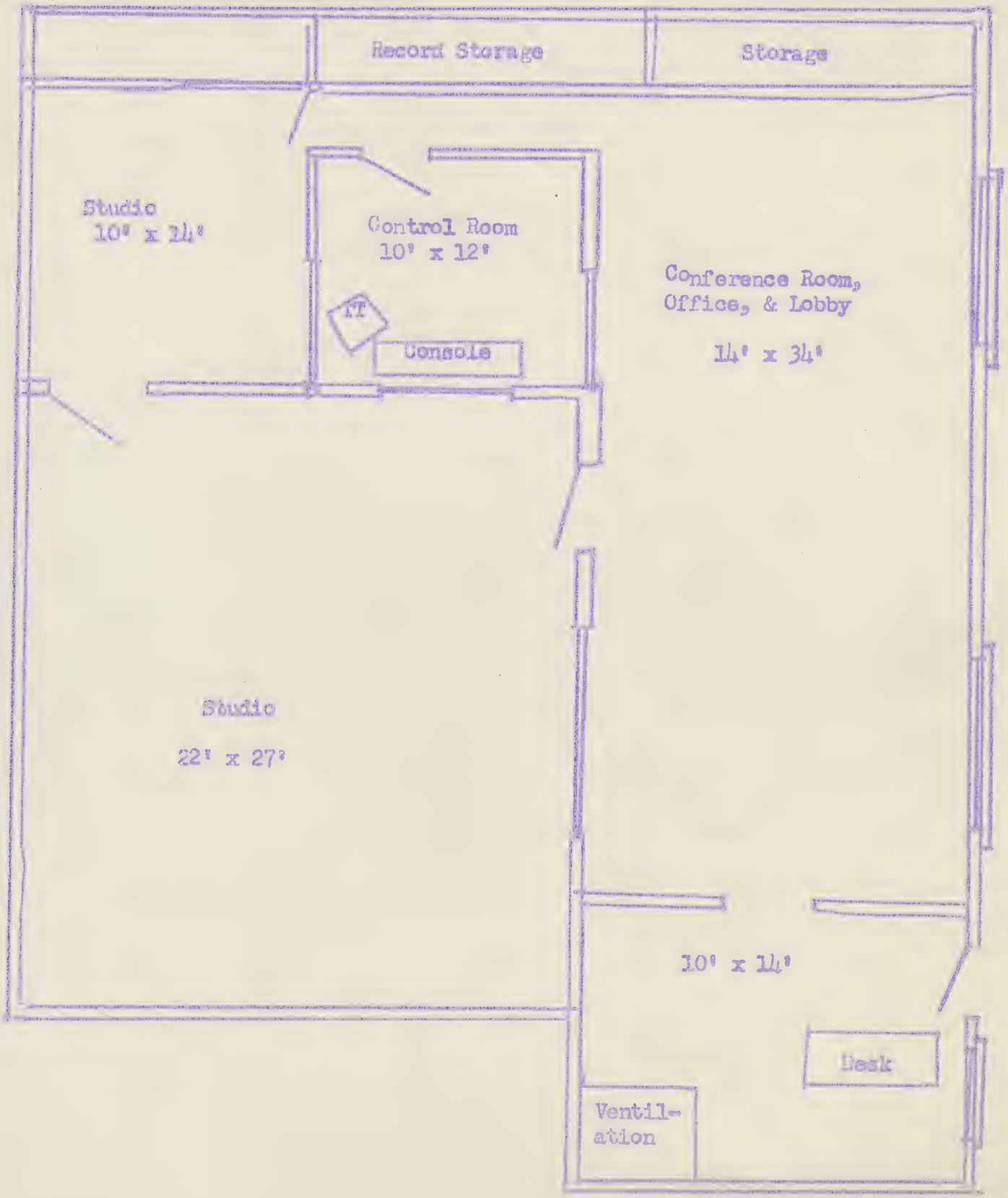
Approx. drawn. No Scale



10,000 Watt School Station

KOKH
Oklahoma City, Oklahoma

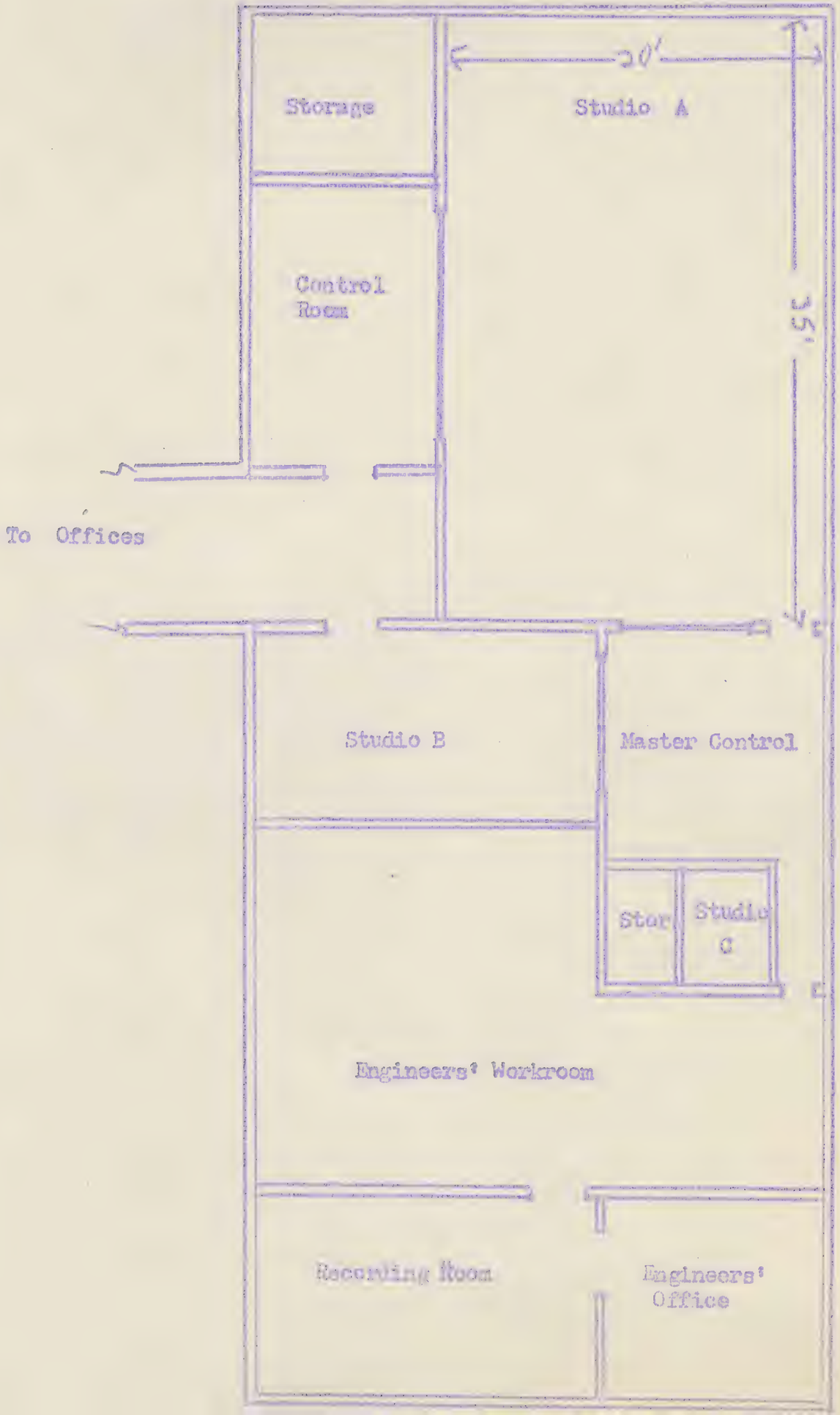
Approx. Drawn. No Scale



12,500 Watts School Station

KSLH
St. Louis, Missouri

Drawn to no scale



WTTW • "WINDOW TO THE WORLD" • Channel 11

CHICAGO EDUCATIONAL TELEVISION ASSOCIATION

OFFICES AND STUDIOS • 1761 EAST MUSEUM DRIVE • CHICAGO 37, ILLINOIS • MUSEUM 4-3800

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Roosevelt University
Rosary College
Saint Xavier College
University of Chicago
University of Illinois

March 1, 1957

SUMMARY OF EDUCATIONAL TELEVISION WAGE SURVEY

Educational stations, listed in the JCET's January, 1957, Directory of Educational Television Stations, were requested to participate in this survey. Thirty-four questionaires were mailed out.

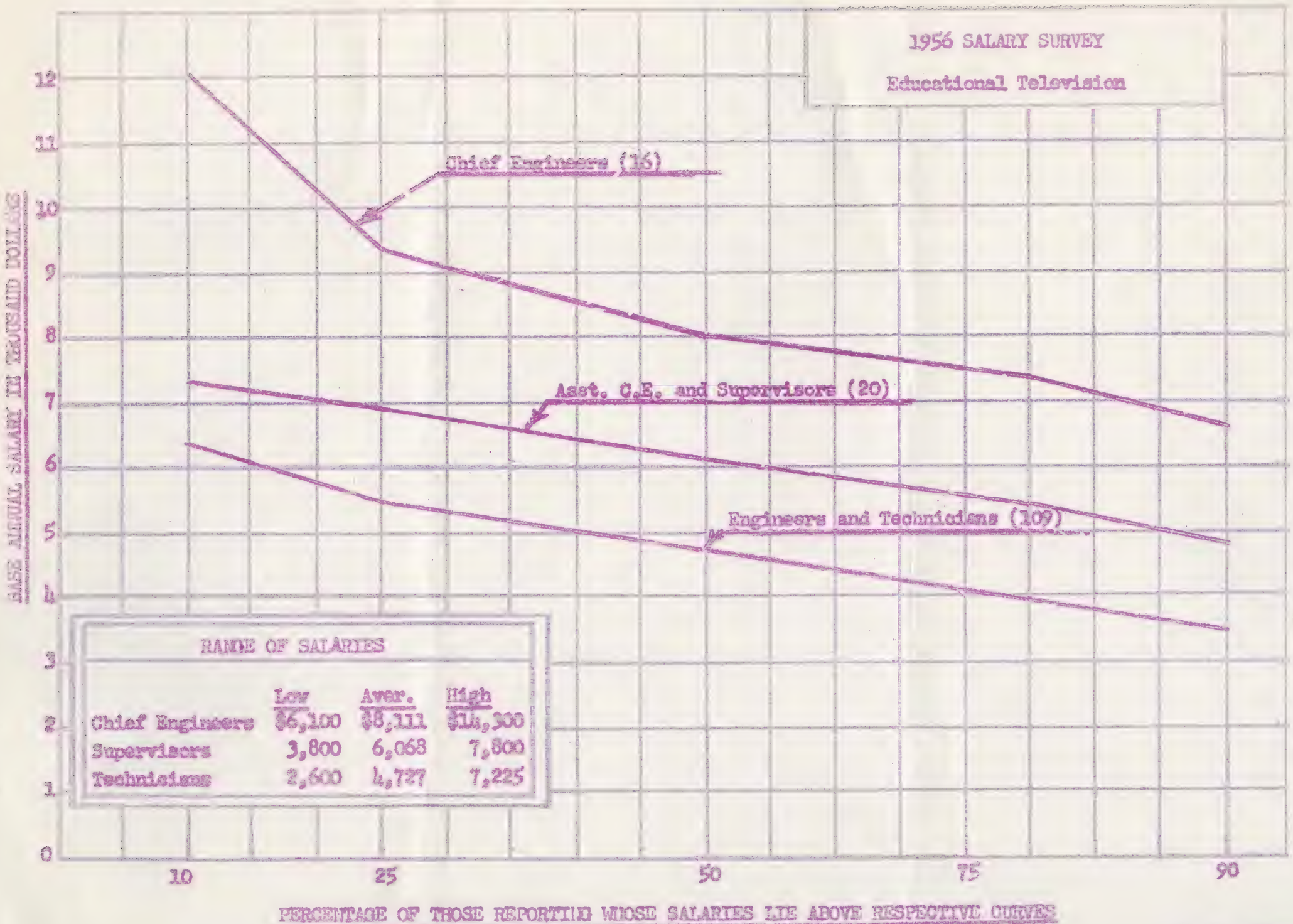
74% or 25 of the questionaires were returned.
26% or 7 of the questionaires were not returned.
6% or 2 of the questionaires returned, declined to participate in this undertaking.
15% or 5 of the questionaires returned were from stations not fully established to the point where they could adequately participate.
53% or 18 of the questionaires returned responded completely and these are the questionaires from which the data on the enclosed curves was determined.

The 18 stations replying to the questionaires averaged 45 hrs/wk of transmitter operation and 32.3 hrs/wk of program operation. Fifteen of the 18 stations replying utilized volunteer help in their station operation. However, only two of the stations had volunteer help in the engineering department. The 18 stations replying averaged eight engineers on their technical staff.

The staff of WTTW is pleased to have been able to contribute to the gathering of this information. The favorable response of 68 per cent was sufficient to yeild significant results.

It is hoped that this survey will prove of sufficient value and interest so that, should this project be undertaken again at the end of 1957, all of the stations will feel inclined to participate.

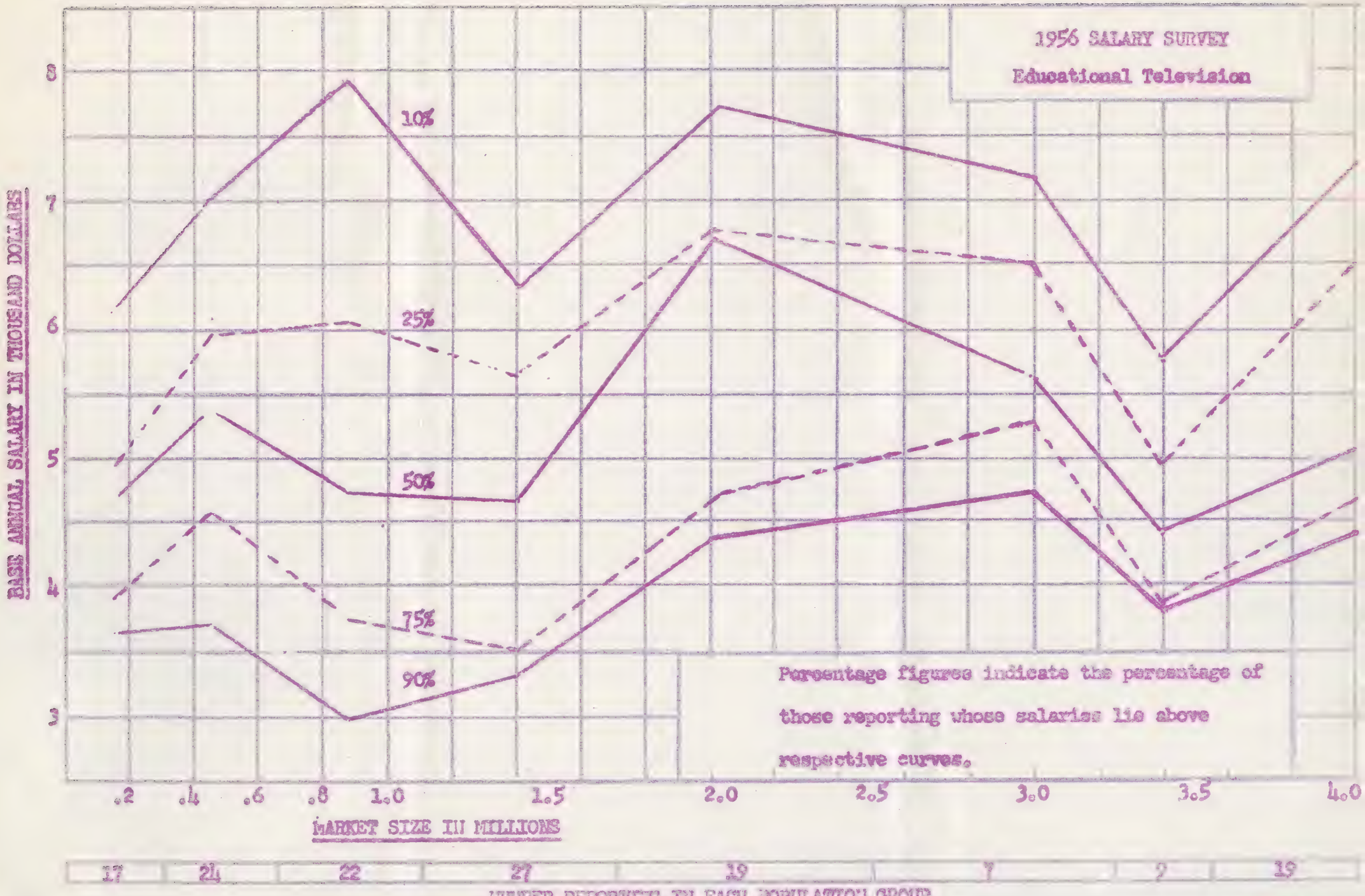
D. M. Weise
Chief Engineer



RANGE OF SALARIES

	Low	Aver.	High
Chief Engineers	$6,100	$8,111	$14,300
Supervisors	3,800	6,068	7,800
Technicians	2,600	4,727	7,225

D. M. Weise
8/18/57



D. M. Weiss
2/15/57

SALARY SURVEY OF TECHNICAL PERSONNEL

in

EDUCATIONAL TELEVISION

(as of January 1, 1957)

1. Station: WILL-TV

   Address: 228 Gregory Hall - Urbana, Illinois

2. Number of Station Employees

   a. Full time: 11

   b. Part time: 5

   c. Volunteers: _____

   d. Other (explain) _____

3. Total Transmitter Hours Operation per Week: 13 1/2

   Total Program Hours Transmitted per week: 13 1/4

4. Number of Technical Employees

   a. Supervisory: 1

   b. Non-supervisory: 6

   c. Volunteers: _____

   d. Other (explain) _____

5. Functions Performed by Technical Employees (indicate by "X")

	Staff Engineer	Volunteers	Others
a. Transmitter	X		
b. Camera control	X		
c. Camera			
d. Projection	X		
e. Audio	X		
f. Boom			
g. Video recording	X		
h. Lighting			
i. Other (explain)			

(OVER)

SALARY SURVEY Cont.

6. Base Annual Salary vs. Length of Service:

	Annual Salary	Service Period (in months)
a. Chief Engineer:		
b. Assistant Chief Engineer:		
c. Supervisors: 1.		
2.		
3.		

e. Engineers:

	Annual Salary	Service Period (in Months)		Annual Salary	Service Period (in Months)
1.			11.		
2.			12.		
3.			13.		
4.			14.		
5.			15.		
6.			16.		
7.			17.		
8.			18.		
9.			19.		
10.			20.		

7. Union Affiliation of Technical Employees: _____

8. Established Wage Escalator:

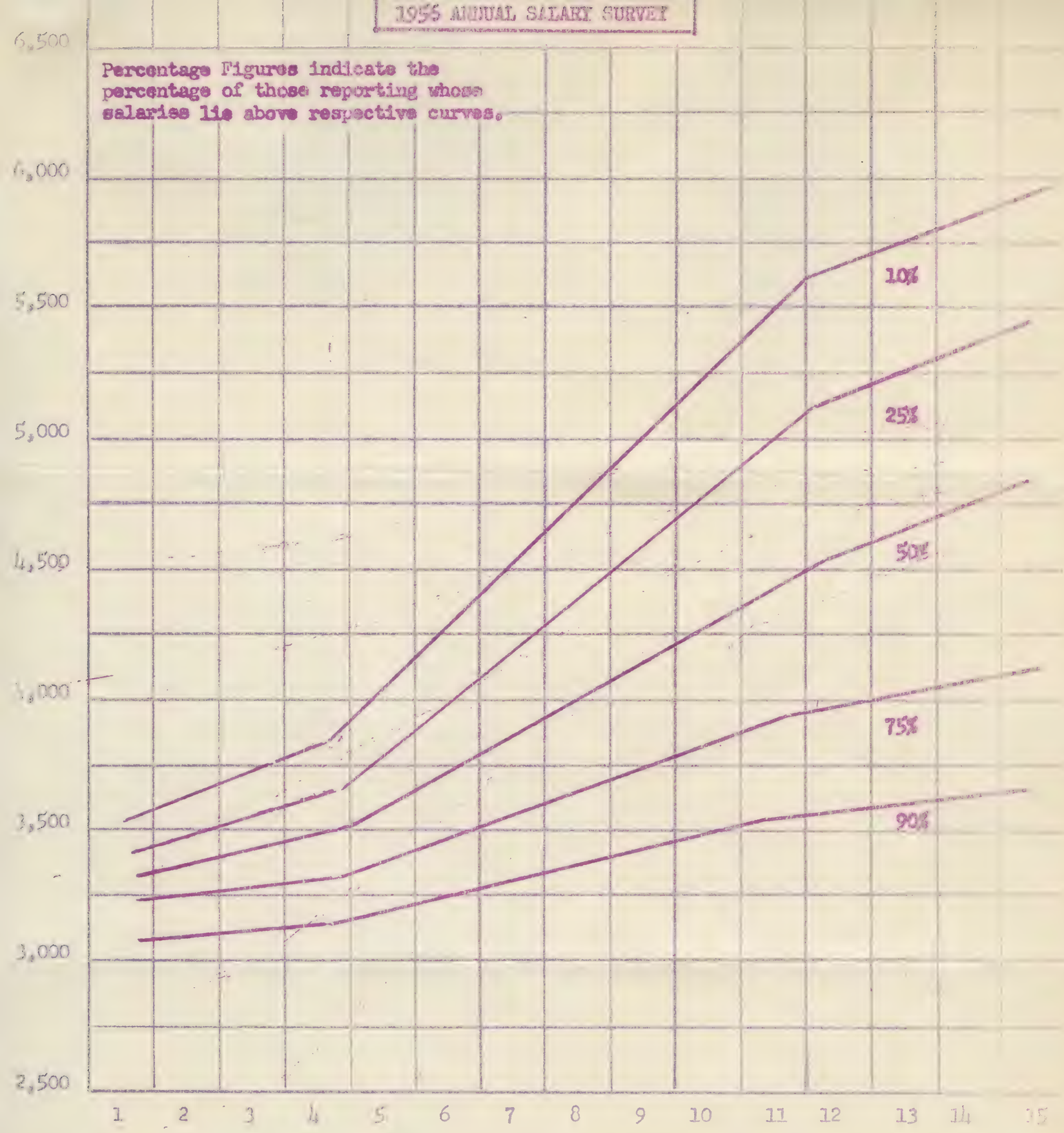
Service Period (in Months)	vs	Minimum Wage	Service Period (in Months)	vs	Minimum Wage

9. Estimated Population in Coverage Area: _____

10. Would you like more than one copy of the final report? _____

1955 ANNUAL SALARY SURVEY

Percentage Figures indicate the percentage of those reporting whose salaries lie above respective curves.



Scaled Divisions to which Separate Set of Curves May be Plotted Representing Employees Length of Service or Station Market Size or Total Program Hours.

3	5	7	9	11	13	11	9	7	5	4	0	1	2	1

Number Reporting in Each Respective Group

88.00 -
4.00 -
92.00 SC

2.00 -
94.00 TC

.00
11,000.00
8,040.00
8,220.00
5,280.00
8,220.00
6,000.00
6,000.00
4,200.00
4,200.00
4,200.00
4,560.00
4,380.00
4,920.00
3,240.00
3,240.00
85,700.00 T

KCTS(TV)
SEATTLE, WASHINGTON

Dec. 10, 1956

STAFF SALARIES

Position	Starting Rate 1954	Present Rate	Grade Range Maximum
General Manager	10,000.	11,000.	
Program Director	7,680.	8,040.	9,120.
Chief Engineer	7,500.	8,220.	8,940.
Asst. Engineer (1)	4,800.	5,280.	5,760.
Production Manager	7,500.	8,220.	8,940.
Sr. Producers (2)	2 5,520.	6,000.	6,600.
Producers (3)	3 4,020.	4,200.	4,380.
Film Mgr.	4,200.	4,560.	5,040.
Art Director	4,200.	4,380.	5,040.
Staging & Graphics Mgr.	4,200.	4,920.	5,040.
Secy - Cler (2)	2 3,120.	3,240.	3,840.

CSB

January 20, 1956

KCTS(TV) Operating Statement as of December 31, 1955

	Dec. 1955	6 mos. to date	Annual Budget
TECHNICAL EXPENSES			
Transmitting			
Salaries, transmitter	94.50	567.00	1,200.00
Trans. Maintenance & Tubes	262.11	2,966.29	3,000.00
Trans. Studio Lines	440.60	2,743.60	5,400.00
Trans. Misc. Expenses	28.16	147.96	240.00
Total Trans. Operations	730.87	5,857.85	8,640.00
Total Trans. Expenses	825.37	6,445.85	9,840.00
Studio			
Chief Engineer Salary	655.00	3,930.00	7,800.00
Studio Engineer Salary	410.00	2,460.00	7,600.00
Misc. Studio Engr. Salaries	47.25	315.00	600.00
Total Studio Salaries	1,112.25	6,705.00	16,000.00
Studio Equipment Maintenance	189.52	664.14	3,000.00
Studio Lighting Maintenance	27.92	179.39	600.00
Misc. Studio Tech. Expense	4.23	117.05	1,800.00
Total Studio Operations	221.67	960.58	5,400.00
Total Studio Expenses	1,333.92	7,665.58	21,400.00
TOTAL TECHNICAL EXPENSES	2,159.29	14,111.43	31,240.00
PROGRAM EXPENSES			
Program Director Salary	642.00	4,380.00	7,500.00
Program Clerical Salary	260.00	1,560.00	3,180.00
Production Salaries	3,734.00	21,512.33	46,488.00
Misc. Staff Salaries	450.00	3,886.50	2,805.00
Total Program Salaries	5,086.00	31,338.83	59,973.00
Scenery Expense	258.76	804.59	1,800.00
Film Program Expense	238.86	748.57	2,400.00
Film Center Expense	417.55	2,470.88	4,980.00
Kinescope Program Expense	423.08	2,949.66	10,000.00
Program Dept. Travel	64.56	393.30	1,200.00
Misc. Program Expense	0.00	96.83	410.00
Total Program Operations	1,402.91	7,463.83	20,790.00
TOTAL PROGRAM EXPENSES	6,488.91	38,802.66	80,763.00

	Dec. 1955	6 mos. to date	Annual Budget
ADMINISTRATIVE EXPENSE			
Manager Salary	875.00	5,250.00	10,500.00
Clerical Salary	250.00	1,500.00	3,060.00
Misc. Admin. Salary	0.00	16.80	120.00
Total Admin. Salary	1,125.00	6,766.80	13,680.00
Empl. Share Retirement	374.20	2,175.75	4,200.00
Tel. & Tel.	166.95	325.84	720.00
Admin. Travel	43.13	435.01	1,000.00
Stationery & Supplies	.38cr.	126.21	900.00
Books & Subscriptions	0.00	16.65	100.00
Program Information	151.71	350.41	1,200.00
Insurance	0.00	0.00	1,200.00
Misc. Admin. Expense	0.00	223.70	600.00
Total Admin. Operations	731.61	3,653.57	9,920.00
Total Admin. Expense	1,856.61	10,420.37	23,600.00
TOTAL OPERATIONS	11,024.31	63,334.46	135,603.00
Equipment Replacement Reserve	0.00	30,000.00	30,000.00
Furniture & Capital Expenditures	52.85	3,788.51	
Total Expended & Reserved	11,077.16	97,122.97	165,603.00

THE OHIO STATE UNIVERSITY

HOWARD L. BEVIS, *President*

COLUMBUS 10

BROADCASTING STATION WOSU AND WOSU-TV
820 Kc. 5 Kw.
WOSU-FM 89.7 Mc. 14 Kw.
WOSU-TV CHANNEL 34
ROBERT C. HIGGY, *Director*

Radio Operator I 2nd Class License, Operate Control Room or remote only.

$276 Starting Annual increase each July 1 providing employee
288 was employed before Apr 1.
300
315
330 - 3960

Radio Operator II 1st Class License, Operate Control Room and Transmitter

$315 Starting
330 (some as above)
345
360
380 4560

Radio Operator III. 1st Class License for Transmitter and Studio Supervisors only.

$360 Starting salary
380 (some more)
400
420
440 5280

Radio Engineer 1st Class License "Technical operations supervision".

$525 - 6300

THE OHIO STATE UNIVERSITY

HOWARD L. BEVIS, *President*

COLUMBUS 10

BROADCASTING STATION WOSU AND WOSU-TV
820 Kc. 5 Kw.
WOSU-FM 89.7 Mc. 14 Kw.
WOSU-TV CHANNEL 34
ROBERT C. HIGGY, *Director*

Television Technician — no licence required. Use as radio operator, cameraman etc.

$276 Starting
288
300
315
330 - 3960

(Annual increase same as above)

Television Engineer — 1st Class licence required. TV video and transmitter oper.

$345 Starting
360
380
400
420 - 5040

(Annual increase same as above)

THE OHIO STATE UNIVERSITY

HOWARD L. BEVIS, *President*

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380 (some increases)
400
420
440 5280

Radio Engineer 1st Class License "Technical operations Supervisor".

$525 - 6300

KCTS (TV) Seattle 5-29-57

Position	Salary Range	Present Salary (a)
Station Mgr	-	1000.
	-	12000
Prog. Dir.	640 - 795	700
~~Ch. Engr~~	7680 9540	8400
Ch Engr	625 775	745
	7500 9300	8,940
Prod Mgr	625 775	715
	7500 9300	8580
SR. Prod	460 - 575	525
	5520 6900	6300
Jr. Prod (b)	335 - 350	350
	4020 - 4200	4200
Stag Mgr	350 - 440	440
	4200 - 5280	5280
Film Mgr	350 - 440	350
	4200 - 5280	4200

(one)

Position	Salary Range	Present Salary
Art Director	350 - 440	365.00
	4200 - 5280	4350.00
Asst. Engineers	400 - 500	480
	4800 - 6000	5400

(a) Present salaries reflect length of service and the results of merit increases within the grade range

(b) Jr. Producers hold graduate student status.

STATIONS	TAX SUPPORTED EDUCATIONAL INSTITUTIONS	NON TAX SUPPORTED EDUCATIONAL INSTITUTIONS	"EDUCATIONAL ORGANIZATIONS"	"SCIENTIFIC ORGANIZATIONS"	"CIVIC ORGANIZATIONS"	"CULTURAL ORGANIZATIONS
WETA - Greater Washington ETV Assn. Washington, D.C.	D.C. School Board Arlington Co. School Board Montgomery Co. School Board Prince George's Co. School Bd. Calvert Co. School Board Charles Co. School Board St. Mary's Co. School Board Alexandria Co. School Board Fairfax Co. School Board Falls Church Sch. Board Fort Myer Sch. Bd. Fredricksburg School Board Loudoun Co. School Board Prince William Co. Sch. Bd. Berkeley Spes., W.Va. Sch. Bd. Charlestown, W.Va. School Board	American Univ. Catholic Univ. Georgetown Univ. George Washington University Howard Univ. Archdiocese of Wash. Parochial Schools Diocese of Richmond			[n.d.]	Brookings Inst. Folger Inst. Library of Congress Smithsonian Inst Arena Stage Textile Museum Inst. of Contemporary Art National Gallery of Art Phillips Gallery D.C. Public Libs Montgomery Co. Public Libs. Corcoran Art Gallery National Symphony Orch.
WCET - Greater Cincinnati TV Ed. Foundation, Cincinnati, Ohio (Board Representing 38 Ed. Inst.)	U. of Cincinnati Cincinnati Board of Education 9 Boards of Ed. Hamilton Co., O. 8 Ind. School Dist. in Ohio 13 School Dist. in Kentucky	College of Music of Cincinnati Hebrew Union Coll. Mt. St. Joseph College Our Lady of Cinn. College Xavier Univ. Chase School of Law				Public Library of Cincinnati & Hamilton Co. Art Academy

STATIONS	TAX SUPPORTED EDUCATIONAL INSTITUTIONS	NON TAX SUPPORTED EDUCATIONAL INSTITUTIONS	"EDUCATIONAL ORGANIZATIONS"	"SCIENTIFIC ORGANIZATIONS"	"CIVIC ORGANIZATIONS"	"CULTURAL ORGANIZATIONS"
WCET (continued) Cincinnati, Ohio		College Prep. School Cin. Country Day Schools Concordia Lutheran School Hillsdale Sch. Lotspeich Sch. The Summit Schs. The Waterman Sch. Archdiocese of Cincinnati Catholic School Board, Covington Kentucky				
KQED - Bay Area ETV Assn.- San Francisco	3 Public School Districts 1 State College State College Bd. of Regents	Stanford Univ. Mills College	Calif. Teachers Association	Calif. Academy of Sciences	United Bay Area Crusades	San Francisco Museum of Art Calif. Symphony Association
NOTE - No Institutional nor Organizational Membership, per se, but those listed are represented on the 23-Member Board.						
WGTV - Greater Toledo ETV Foundation, Toledo Ohio	U. of Toledo Toledo Public Schs. 7 Other School Systems	Toledo Lutheran Day Schools Diocese of Toledo Merrymanse Coll. Mamee Valley Country Day Sch.	AAUW Toledo Council of PTA	Toledo Academy of Medicine	Toledo Industrial Union, AFL-CIO Toledo Bar Assn.	Toledo Museum of Art Toledo Public Li
WMHT - Mohawk-Hudson Council on ETV Schenectady, New York Note: - C.P.	3-State Univ. Coll. of Ed. Albany Public Schools 29-other School Systems	Albany Medical Center School of Nursing College of St. Rose Rensselaer Poly. Institute Russell Sage Coll.	19-PTA's AAUW Assn. for Childhood Education Capital Area Sch. Development Association	N.Y. State Dept. of Health American Chemical Society Med. Soc. of Schenectady Co. Mohawk Assn. of Scientists & Engineers	AFTRA 8 - TB & Health Associations Schnectady Co. Cancer Unit Eastern N.Y. Eye, Ear, Nose & Throat Assn.	N.Y State Lib . Saratoga Springs Library Schenectady Publi Library Albany Inst. of History & Art Ft. Ticonderoga Museum

STATIONS	TAX SUPPORTED EDUCATIONAL INSTITUTIONS	NON TAX SUPPORTED EDUCATIONAL INSTITUTIONS	"EDUCATIONAL ORGANIZATIONS"	"SCIENTIFIC ORGANIZATIONS"	" CIVIC ORGANIZATIONS"	"CULTURAL ORGANIZATIONS"
ET (continued) henectady, New York		Siena College Skidmore College Union College 35 Parochial Schs., Albany Diocese St. Agnes School Emma Willard School	Capital Dist. Guidance Assn. World Affairs Council Schenectady Co. Child Guidance Center	Prof. Engineering Society Schenectady Dental Society	Capital District Reciprocity Council of PEO Sisterhood 3-Junior Leagues League of Women Voters Mohawk Valley Towns Assn. Woman's Club of Schenectady	Munson-Williams-Proctor Inst. Rensselaer Co., Jr. Museum Schenectady Museum Shaker Museum Foun.
CA-TV - Twin City ea ETV Corp. . Paul, Minnesota	Minneapolis Public Schs. St. Paul Public Schools U. of Minn.	St. Olaf's College	Upper Midwest Research and Development Council		Minn. State Agric. Society Minn. AFL-CIO Twin-City Amal. Clothing Workers Union	
Note: No Institutional nor Organizational Membership, per se, but those listed are represented on the 28-Member Board.						
ES- Greater New leans ETV Foun. w Orleans, La.	Orleans Parrish School Bd. St. Bernard Parrish Sch. Board St. Charles Parrish Sch. Board Jefferson Parrish School Bd.	Tulane University Loyola University Dominican Univ. Xavier University Archdiocese of N.O. McGee School Newman School				
RN - S.W. Texas ea ETV Council n Antonio, Texas Note: C.P.	San Antonio College San Antonio Ind. School District Univ. of Texas	St. Mary's U. Trinity Univ. Incarnate Word Coll. Our Lady of the Lake College Southwest Research Institute	Texas Commission on Higher Ed. Texas Ed. Agency			

STATIONS	TAX SUPPORTED EDUCATIONAL INSTITUTIONS	NON TAX SUPPORTED EDUCATIONAL INSTITUTIONS	"EDUCATIONAL ORGANIZATIONS"	"SCIENTIFIC ORGANIZATIONS"	"CIVIC ORGANIZATIONS"	"CULTURAL ORGANIZATIONS
KLRN (continued) San Antonio, Texas	S.W. Texas State College Austin Ind. Sch. District N.E. Ind. School District	Texas Lutheran College				
	Note: Above represented on 25-Member Board.					
WKND - TV Memphis Community TV Foun. Memphis, Tennessee	Memphis City Schs. Shelby Co. Schs. Memphis State U.	Southwestern at Memphis LeMoyne College Christian Bros. College Siena College Catholic H.S.	Memphis Council PTA PTA of Shelby County Ministerial Assn. Jewish Temple	Memphis & Shelby Co. Health Dept. Engineering Club	Jr. League Memphis AFL-CIO National Coun. of Jewish Women Civitan Club Red Cross Zanti Club City Beautiful Committee Federated Womens Clubs Council of Civic Clubs Memphis & Shelby Co. Bar Assn. Jewish Community Center Chamber of Commerce	Beethoven Club Memphis Public Library Goodwin Inst. Memphis Academy of Arts
	Note: No Institutional nor Organizational Membership, per se, but those listed are represented on the 25-Member Executive Board or the 75-Member Advisory Board.					
WTTW - Chicago ETV Association Chicago, Illinois	Chicago Board of Education Elmhurst College Indiana Univ. Lake Forest Coll.	Chicago Med. School College of Jewish Studies College of St. Francis	Adult Ed. Coun. of Greater Chicago AAUW Am. Inst. of Architects	American Chem. Society Chicago Dietetic Assn. Hospital Coun.	American Legion American Red Cross Chicago Bar Assn. Fed. of Settlements & Neighborhood Centers	Am. Conservatory of Music Com. for Great Books Chicago Drama Festival of the National Theate Conference

STATIONS	TAX SUPPORTED EDUCATIONAL INSTITUTIONS	NON TAX SUPPORTED EDUCATIONAL INSTITUTIONS	"EDUCATIONAL ORGANIZATIONS"	"SCIENTIFIC ORGANIZATIONS"	" CIVIC ORGANIZATIONS"	"CULTURAL ORGANIZATIONS
WTTW (continued) Chicago, Illinois	N. Illinois Univ. Purdue U. (Calumet Center) Univ. of Illinois Cook Co. Pub.Schs.	De Paul Univ. George Williams College Ill. Inst. of Technology Loyola Univ. Mundelein Coll. Natl Coll. of Ed. Northwestern U. Roosevelt Univ. Rosary College St. Xavier College U. of Chicago	Am.Soc of Safety Engineers Assn. for Childhood Ed. Board of Jewish Education Catholic Interracial Council Chicago Area Coun. of Liberal Churches Council on Foreign Relations Chicago English Societies Church Federation of Greater Chic. Ill. Cong. of Parents &Teachers Inst. of Int. Ed. National Assn.of Evangelicals Women's Coll. Bd. Chicago Ethical Society	Chicago Zoological Soc. Museum of Science and Industry Medical Society Ill. Psych. Assn. Ill. State Med. Soc. Ed. Com. Inst. for Psychoanalysis Inst. of Med. of Chicago	Technical Socs. Council Ill. Childrens Homes& Aid Soc. Ill. Fed. of Women'sClubs Ill. Soc. of CPAs. League of Women Voters Lions Interntl. Natl. Assn. of Accountants Nat. Conf. of Christians & Jews YMCA Forest Reserve Dist. of Cook County	Art Institute Chicago Historical Soc. Natl. History Museum Chicago Public Library John Crerar Library Lib. of Int. Relations Newberry Lib. Orchestral Assn of Chicago Sunday Evening Club Civil War Round table Modern Poetry Association North Shore Forum
WTVS - Detroit ETV Foundation Detroit, Michigan	Detroit Pub.Schs. Pub. Non-Urban Schs. of Wayne County Pub. Sch. Systems of Contiguous Communities Wayne State U.	Edison Inst. Merrygrove Coll. Mercy Coll. Lutheran Schools of Michigan Merrill-Palmer Sch. Parochial Schs. of the Archdiocese of Detroit U. of Detroit		Detroit Inst. of Technology		Detroit Histori Museum Detroit Inst. o Arts. Detroit Public Library Detroit Symphon Orchestra
WHRD-TV Hampton Roads ETV Assn. Norfolk, Virginia	Norfolk Bd. of Education Hampton Board of Education					

STATIONS	TAX SUPPORTED EDUCATIONAL INSTITUTIONS	NON TAX SUPPORTED EDUCATIONAL INSTITUTIONS	"EDUCATIONAL ORGANIZATIONS"	"SCIENTIFIC ORGANIZATIONS"	"CIVIC ORGANIZATIONS"	"CULTURAL ORGANIZATIONS"
WHYY-TV-WHYY, Inc. Philadelphia, Pa.	U. of Pennsylvania Bd. of Pub.Ed. of Phil. Camden (N.J.) Bd. of Pub.Ed. Bd. of Pub. Ed. Newark, Del. Bd. of Pub. Ed. Salem, N.J.	Franklin Inst. Drexell Inst. of Tech. Temple Univ. Archdiocese of Philadelphia Rutgers College	Phil. Home & School Coun. Delaware ETV Association Ed. TV Council			
	Note: No Institutional nor Organizational Membership, per se, but those listed are represented on the 27-Member Board.					
WNED-TV, Western New York ETV Assn. Buffalo, New York	Kenmore-Tonawanda Schs. State U. Coll. 1st School Dis. of Erie Co. Lackawanna,N.Y. Schools Buffalo Pub. Schools Niagra Falls Pub. Schools Erie Co. Tech. Inst.	Park School of Buffalo U. of Buffalo Diocese of Buffalo Canisius Coll. Niagra Univ.	N.Y. State Citizens Com. on Pub. Schs.		Children's Aid Soc. Buffalo Council-AFL-CIO	
	Note: No Institutional nor Organizational Membership, per se, but those listed are represented on the 33-member Board					
WGBH-TV, WGBH Educational Foun. Boston, Mass.		Boston College Boston Univ. Brandeis Univ. Harvard U. M.I.T. Northeastern U. Tufts		Museum of Science		The Lowell Inst. Boston Symphony Orchestra Museum of Fine Ar New England Conse vatory of Music

STATIONS	TAX SUPPORTED EDUCATIONAL INSTITUTIONS	NON TAX SUPPORTED EDUCATIONAL INSTITUTIONS	"EDUCATIONAL ORGANIZATIONS"	"SCIENTIFIC ORGANIZATIONS"	"CIVIC ORGANIZATIONS"	"CULTURAL ORGANIZATIONS"
WEDH -TV, Fla. West Coast ETV, Inc. Tampa, Florida	U. of South Fla. St. Petersburg Junior Coll. Manatee Co. Bd. of Pub. Instr. Polk Co. Bd. of Pub. Instr. Pinellas Co. Bd. of Pub. Instruction Hillsborough Co. Bd. of Pub. Instruction Hernando Co. Bd. of Pub. Instruction Pasco Co. Bd. of Pub. Instr. Manatee Jr. Coll. Sarasota Bd. of Pub. Instr.	Fla. Presbyterian Coll. Fla. Christian College Univ. of Tampa Ringling School of Art Fla. Southern College	PTA			Jr. League of Tampa Jr. Women's Club Tampa Jr. League of St. Petersburg Jr. Welfare League Sarasota

Note: No Institutional nor Organizational Membership, per se, but those listed are represented on the 39-Member Board

Scanned from the National Association of Educational Broadcasters Records
at the Wisconsin Historical Society as part of
"Unlocking the Airwaves: Revitalizing an Early Public and Educational Radio Collection."

A collaboration among the Maryland Institute for Technology in the Humanities,
University of Wisconsin-Madison Department of Communication Arts,
and Wisconsin Historical Society.

Supported by a Humanities Collections and Reference Resources grant from
the National Endowment for the Humanities

MITH MARYLAND INSTITUTE FOR TECHNOLOGY IN THE HUMANITIES

UNIVERSITY OF MARYLAND

WISCONSIN HISTORICAL SOCIETY

WISCONSIN UNIVERSITY OF WISCONSIN–MADISON

NATIONAL ENDOWMENT FOR THE Humanities

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